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A COURSE OF STUDY
IN HISTORY

ANDERSON

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SAN FRANCISCO STATE NORMAL SCHOOL

BULLETIN No. 7 (New Series)

A COURSE OF STUDY IN HISTORY
AND HANDBOOK TO THE STATE
SERIES ADVANCED TEXT



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SACRAMENTO

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INTRODUCTION.

There is a growing tendency in the field of education toward a more rigid examination of the subjects which make up the course of study. This is rightly so, especially in the case of the course of study for the grammar school, because it touches vitally the welfare of a larger number of pupils than any other part of our school system. Thousands of dollars of public money, the energy of thousands of school children, not to mention the expense incumbent on parents in keeping children in school, are invested in each and every subject composing the course of study for the grammar school. This is certainly a good and sufficient reason for subjecting each of the subjects which compose the course of study to the closest examination, in order to see whether or not the subject merits the place it holds, to see whether or not it yields a dividend on the investment.

It is very evident why we teach reading and writing in the schools. The goals of these subjects are very apparent. We want children to be able to read and write. These goals are certainly desirable, and experience has proven that they are attainable. But what of history and its goals? What have we tried to do with history as a school subject? What have been the results? Some of the goals we have assigned to history are: the giving of information, the general training and development of the mind, the training of memory, imagination, observation, and judgment, the development of character, patriotism, and good citizenship. These are all desirable goals, but what does experience show as regards the actual output? Simply this, that only one of these goals is attainable through the teaching of history in the schools as they are, and that is the giving of information. Experience shows clearly that there is one thing we can guarantee to do with history, to give the pupil that knowledge of the nation's past life which the race knows and uses. These other goals, which are most desirable, but which experience shows to be unattainable, are the products of the old-time doctrine of formal discipline, which held that general faculties were developed and trained by the study of certain subjects.

Is the goal which experience has shown to be attainable a desirable one? It has become an axiom in education that the function of the school is to prepare for life. The existence of a subject in the course of study, if we true up our course according to this axiom, would be determined therefore by whether or not it has life value. Accepting the goal, which experience shows to be attainable, that is through history to give pupils a knowledge of the country's past, then history has life value. There is in the field of history a body of facts and their relations, colored by emotional attitudes, which the world knows and uses. It should be our purpose through history to give the individual this knowledge and feeling. We propose to make an American of him by giving him that knowledge of the history of his country which we find the American citizen of good general intelligence possesses. This purpose seems especially worthy in a country such as ours, where the people are supposed to play an important part in the running of affairs. The citizens of a democracy should certainly possess the race knowledge; they should know and feel what the race preserves

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and remembers regarding the origin and development of the race. This does not mean that the possession of this knowledge by an individual is a guarantee of good citizenship. Its possession is only a preliminary entrance requirement to good citizenship. It does mean, however, that through the possession of this knowledge and feeling he becomes normal in that he has the race knowledge and feeling, the knowledge and feeling of an intelligent citizen.

We have said that experience shows clearly that there is one thing we can do with the subject of history in our schools as they are, to wit: to give that information which the race knows and those attitudes the race feels, as regards the nation's past, and that this goal is a desirable one. However, experience again comes to our assistance, and demonstrates very clearly that our grammar school history does not always give the information from the field of history which the world knows and uses. The fact that children study much material, which they forget immediately on leaving school, is good evidence that much of the material which we teach has no life value. Why is it that they forget it? Simply because they never have any use for it outside of the schoolroom. Simply because much of it is schoolroom knowledge, the knowledge of the historian, the specialist in history, and the school teacher. Having left the schoolroom and gone out into the busy world, they retain only that part of it which they find to be the heritage of people of good standard intelligence. The race in its progress tends to slough off much of the knowledge and feeling which it held in the past regarding the men, events, and problems of the past. This knowledge is very rightly preserved by historians and specialists in history. However, it should not be the function of the school to burden the minds of pupils with this information, even though the burden be a temporary one; temporary, because of the fact that pupils forget it, even before leaving school.

This Bulletin outlines a course of study in history, based on the Advanced State Text. It has suggested the points on which emphasis is to be laid, the points to be developed and enlarged on. Much of the material of the text has been omitted, much of it treated briefly. The text-book in the schools is with us for the present, and it should be the servant of the teacher, rather than the master. To be able to be the master instead of the servant, the teacher must also be a source of information. The text can only be an outline, and it is the duty of the teacher to supplement the text, to illuminate it. The course of study as outlined in this Bulletin suggests the points to be developed, and where the text seems inadequate, has suggested additional illuminating material for the benefit of teacher and pupil. Having selected those ideas in history which we want pupils to have as a preparation for life, it is then the function of the teacher to develop those ideas adequately, giving pupils not merely a bare fact knowledge, but an intelligence regarding those facts worth knowing. This means a thorough presentation by the teacher, a presentation made adequate by map-material, supplementary reading, pictures, chalk-talk, discussion, illustrative material, and other helps.

THE CUMULATIVE REVIEW.

Much of the effectiveness of history teaching in the grades is oftentimes lost because of inadequacy of method in fixing firmly that body of information which children ought to carry away with them and hold permanently. No matter how skillful and interesting may have been the original presentation, results would seem to indicate very clearly that that presentation alone is insufficient to fix permanently that information in history which ought to be the stock in trade of pupils in after life.

If we are to get results in history in the way of definite knowledge, if we are to be able to show at the end of the grammar school course in history that pupils have an accurate knowledge of the essential facts, we must get a methodology which will be adequate.

Experience demonstrates very clearly that the best method for fixing essential facts in history is the review. This does not mean a haphazard review which occurs once a month, or once a term. It means a systematic review which shall be an essential part of each day's work in history, as essential a part as the presentation of new material. It means that when the pupil is studying the period of the Revolutionary War that he shall not lose the essential facts of the periods which he had previously studied.

A review which is to be adequate should contain the essential facts of the history. They should be the essential facts growing out of a thorough presentation of the topics which were deemed worthy to form the course of study in history. At the end of this discussion will be found a cumulative review consisting of two hundred and forty questions. The term "cumulative" review suggests the notion of a review which is growing constantly but is retaining all the material which it started with, as well as the material it gained on the way. It must be understood clearly that the cumulative review of two hundred and forty questions, which is appended to this discussion, is not a method of presentation, but purely and simply a method of reviewing those essential facts in history which we wish to have remembered. It should also be understood clearly that the two hundred and forty facts suggested are not to be taught as bare facts, but that they follow the presentation of the topics which make up the Course in History as given in this Bulletin. In other words, the knowledge content of the pupil is not that of a number of bare facts which he might have learned in parrot fashion; on the contrary, the essential facts which he knows represent an intelligent knowledge, they represent a wider intelligence as regards history than the formal fact answers would seem to indicate. Let us take a specific illustration. The word "Tobacco" answers the question, "What came to be the chief product of the Virginia colony?"

While the pupil may preserve in the cumulative review this one fact, it means, provided an adequate presentation has been made, that this fact has an intelligent connotation for him. It suggests, perhaps, a great plantation on the James River, an old Colonial mansion, negroes working in the fields, negroes rolling tobacco to a wharf. Our cumulative review then grows as our course in history grows. As each new topic is presented it gradually boils itself down after it has been finished to the essential facts which are to be remembered. These are added to those essential facts which grew out of the previous topics of the course.

Let us make the methodology of the cumulative review still more specific. Let us suppose that we are just starting the topic of the Revolutionary War. Let us suppose that from our previous topics there grew one hundred essential facts. It means that each day during the time we are working on the topic of the Revolution, some of these hundred facts of the review will be answered again, either orally or written. Perhaps we shall give twenty to-day, to-morrow another twenty, and so on until the hundred questions have been reviewed. Then having finished the Revolutionary period, our questions on that period become less and less detailed until we finally pass the essential facts of the period over into the review also.

The cumulative review may be either oral or written. Where there is a large class in history and it is necessary to do section work, one section may do written work while the other section does oral. When the review work is done orally it should be very snappy, pupils answering as many questions as they can in the brief part of the history period allotted to the review work.

The following devices are suggested for varying the cumulative review work. These should only be used after the answers to the questions have become well fixed:

(a) The cumulative review questions may be written on cards. When a pupil answers a question correctly he is given the card. The one who has the most cards at the end of the test wins.

(b) History matches may be held. The class is divided into sides and the cumulative review questions are then given.

(c) The cumulative review may be varied through map work. Have a map pointer from the class. He points to a location and calls on some pupil from the class to tell about it. For instance, he points to Jamestown, and the pupil he calls on answers that the first permanent English colony was founded there in 1607.

(d) Where the cumulative review is done as written work in sections, the records of the two sections may be kept and posted.

In advocating the methodology of the cumulative review we have not lost sight of any of the principles of pedagogy which in recent times have aided in the improvement of our history teaching. The law of association of ideas, the relations of time and place, the relations of cause and effect, the value of proper perspective, these and other recent advances in the pedagogy of the subject have done much to make our teaching of the subject far more fruitful than it was in the days of the catechism method

of teaching it. Our modern methods have had value in helping teachers to make a fuller presentation of the history, of making the facts taught mean something; but we are coming to realize more and more that something else is needed besides merely an adequate presentation. If we are to get results in the way of knowledge content, we must use some other methodology. Not that we are to give up the adequate and vital presentation to go back to the learning of cut and dried facts, but that we are to add to the adequate presentation a method of review which shall fix firmly in the mind of the child that store of facts which he ought to know in order to be prepared for life.

In connection with the subject of the cumulative review we can not emphasize too strongly the idea that it must be a systematic part of the history recitation. It should form part of each day's work in history. In the body of the course of study, as given in this Bulletin, specific reference will be made to the teaching of the questions of the Cumulative Review. At the end of each topic the questions which follow the presentation of the topic will be referred to, and they should be added at once to the previous group of questions and be kept alive with the others by frequent review. Teachers should occasionally test the answers which they are getting in the Cumulative Review to see that the answer means something to the pupil. This may be done by asking further questions, which are closely related to those given in the review.

Where the answer is not self-evident in the questions which follow a hint will be bracketed after the question.

QUESTIONS OF THE CUMULATIVE REVIEW.

1. Where did the Norsemen live?
2. Where in North America are they supposed to have made settlements?
3. Were these settlements permanent?
4. What strange notions did people have about the world a long time ago? [World was flat, seas boiled and were filled with monsters.]
5. What parts of the earth did they know about?
6. What traveler told them about Southeastern Asia? [Marco Polo.]
7. What two great countries are in Southeastern Asia?
8. What did Marco Polo tell the people of Europe about these countries? [That they were very wealthy, streets paved with gold.]
9. When the people of Europe found out these things what did they start doing? [Trading with these countries.]
10. What did the ships and caravans bring back from these far away countries?
11. What two cities had the most of this trade?
12. What stopped this trade, that made so many people wealthy?
13. What route did Columbus propose?
14. How did Columbus wish to prove the world was round, and that he could get to India by sailing west?
15. What queen finally helped him?
16. In what year did Columbus make his first voyage?

17. Where did he first land?
18. Why did Columbus call the natives Indians?
19. Why is John Cabot noted?
20. When the people of Europe found that the new land was not India what did they begin to do?
21. Why do we remember Balboa?
22. After whom was America named?
23. For what strange thing did Ponce de Leon search?
24. What land did he discover?
25. What famous voyage did Magellan make?
26. What route did his ships take?

(Questions 1-26 follow the presentation of Topic I.)

27. What country did Cortez conquer for Spain?
28. What people did he conquer?
29. What sort of people were the Aztecs? [Half-civilized Indians.]
30. What ancient half-civilized Indians of South America did Pizarro conquer?
31. What great river did De Soto discover for Spain?
32. Why are St. Augustine and Santa Fé famous? [Two oldest towns in the United States.]

(Questions 27-32 are to be added to the cumulative review on the completion of Topic II.)

33. Of what use to Spain were these lands which her explorers and soldiers won for her? [Made her rich and powerful.]
34. Did the Spanish colonies in America produce much gold and silver?
35. From where did it come chiefly?
36. How did the English sailors interfere with Spanish commerce?
37. What famous voyage did Drake make?
38. Who was Queen of England at this time?
39. How did the King of Spain propose to punish the English sailors for robbing his ships?
40. What was the Invincible Armada?
41. Did it conquer England?
42. What did this victory do for England?
43. Were Sir Walter Raleigh's attempts to found colonies in North America successful?
44. What two native products did Raleigh take back to Europe?
45. Where and when was the first permanent English colony founded in America?
46. Who was the leading man of this colony?
47. Who was Pocahontas?
48. What came to be the chief product of the Virginia colony?
49. Why is Lord Baltimore famous? [Founded the colony of Maryland.]
50. What famous explorer did the Dutch send out?
51. What fine river did he explore for them?
52. What colony did the Dutch found at the mouth of the Hudson?

(Questions 33-52 are to be added to the cumulative review on the completion of Topic III.)

53. What people settled a colony at Plymouth?
54. Why did they come to the New World?
55. What was the name of the ship in which they came?
56. What is Plymouth Rock?
57. What celebration did the Pilgrims hold after harvest?
58. Why is Miles Standish famous? [Military leader of the Pilgrims.]
59. Who were the Puritans?
60. What colony did Roger Williams found?

(Questions 53-60 are to be added to the cumulative review on the completion of Topic IV.)

61. Who was Peter Stuyvesant?
62. What became of the Dutch colony?
63. What famous city grew up from the Dutch settlement at the mouth of the Hudson?
64. What is meant by the Knickerbockers of New York? [Descendants of the old Dutch families.]
65. Who were the Quakers?
66. Why do we remember William Penn?
67. What city did Penn make the capital of his colony?
68. What does Philadelphia mean?
69. What colony did James Oglethorpe found?

(Questions 61-69 are to be added to the cumulative review on the completion of Topic V.)

70. What part of North America was first explored by the French?
71. What famous city did Champlain found?
72. Why were the Iroquois Indians always hostile to the French?
73. How did the French usually get along with the Indians?
74. What two Frenchmen explored the Great Lakes and the Mississippi River?
75. What great voyage did La Salle make?
76. What great trade did the French carry on?
77. Why did the French Jesuits go out into the wilderness and establish missions?
78. What regions came under French control through these explorations?
79. How did the French plan to hold these regions?

(Questions 70-79 are to be added to the cumulative review on the completion of Topic VI.)

80. What trouble grew up between the early French and English settlers?
81. What part did the Indians take in the frontier wars which grew from this trouble?
82. What great interior valley did the French plan to occupy?
83. Why did the Governor of Virginia send George Washington to the French? [To order the French off the land of the English.]
84. What was the French and Indian war?
85. What strong French city did General Wolfe capture for the English?
86. What did this victory mean? [English success in the French and Indian war.]

87. What was the chief result of the French and Indian war? [English supremacy in North America.]

(Questions 80-87 are to be added to the cumulative review on the completion of Topic VIII.)

88. What sort of clothes did the colonists have? [Homespun.]

89. What sort of houses did they have?

90. How did they cook?

91. How did they get about from place to place?

92. What were the chief products in the New England colonies?

93. What were the chief products of the Southern colonies?

94. How was Sunday observed in New England?

95. How in the South?

96. What two colleges were early founded at the North?

97. What college was established in the old Virginia colony?

98. Where did slavery grow strong?

99. Why did slavery grow stronger in the South than in the North?

(Questions 88-99 are to be added to the cumulative review on the completion of Topic IX.)

100. What trouble grew up between the English colonies and England?

101. Why did the colonists object to taxation?

102. What is meant by representation?

103. What was the Tea Tax?

104. What was the Boston Tea Party?

105. How did England punish Boston?

(Questions 100-105 are to be added to the cumulative review on the completion of Topic X.)

106. What preparations did Massachusetts make for war?

107. Who were the "minute men?"

108. Why is Paul Revere famous?

109. Why do we remember Lexington and Concord?

110. What does Bunker Hill monument commemorate?

111. Who was made commander-in-chief of the American forces?

112. What was the Declaration of Independence?

113. Who was the author of it?

114. Why do we celebrate the Fourth of July?

115. Why is Patrick Henry famous?

116. What brilliant exploit was performed by Washington at Trenton?

117. Who were the Hessians?

118. Why do we revere the memory of Nathan Hale?

119. Why do we remember Valley Forge?

120. What did France do to help us in the Revolutionary War?

121. Why do Americans honor the memory of Lafayette?

122. What American patriot secured French aid for us?

123. What part did John Paul Jones play in the Revolutionary War?

124. What has been done recently to honor the memory of Paul Jones?

125. Who was Benedict Arnold?

126. What American pioneer won the Ohio Valley for the United States?

127. What surrender ended the Revolutionary War?
128. What land belonged to the new nation after the treaty was signed?
(Questions 106-128 are to be added to the cumulative review on the completion of Topic XI.)
129. Who was the first President of the United States?
130. Where was the national capital finally located?
(Questions 129-130 are to be added to the cumulative review on the completion of Topic XIII.)
131. Why is Daniel Boone famous? [An early pioneer in the Ohio Valley.]
132. Who invented the cotton gin?
133. Why did the cotton gin strengthen slavery in the South?
(Questions 131-133 are to be added to the cumulative review on the completion of Topic XIV.)
134. What was the Louisiana purchase?
135. What explorers did Jefferson send out into this new land?
136. What country did they explore?
(Questions 134-136 are to be added to the cumulative review on the completion of Topic XV.)
137. What was the War of 1812?
138. What caused the war?
139. Where was most of the fighting done?
140. What patriotic American song was composed during this war?
141. What were privateers?
(Questions 137-141 are to be added to the cumulative review on the completion of Topic XVI.)
142. What did Robert Fulton invent?
143. What improvements in transportation helped in the settlement of the West?
(Questions 142-143 are to be added to the cumulative review on the completion of Topic XVII.)
144. What territory was purchased from Spain in 1819?
145. What is the Monroe Doctrine?
(Questions 144-145 are to be added to the cumulative review on the completion of Topic XVIII.)
146. What canal across New York helped to build up the West?
(Question 146 to be added to the cumulative review on the completion of Topic XX.)
147. What high position did Andrew Jackson obtain?
148. What was the Spoils System?
149. Who was John C. Calhoun? [Famous Southern statesman, champion of States' Rights theory.]
150. Why do we remember Daniel Webster? [A famous orator and supporter of the Union.]
151. Why is Henry Clay famous? [A great statesman of the period before the Civil War.]
(Questions 148-151 to be added to the cumulative review on the completion of Topic XXI.)

152. Where is Texas located?
 153. From what part of the United States did settlers go over into Texas?
 154. Did they take their slaves with them?
 155. Why is Sam Houston famous? [Led the Texans in their struggle for independence.]
 156. What was the siege of the Alamo?
 157. How did the Republic of Texas become part of the United States?
 158. What region was called the Oregon country?
 159. What two countries held this region jointly for a long time?
 160. When it was divided what part was given to the United States?
 161. What war grew up over the Texas land claims?
 162. Who were the two important American commanders?
 163. What important Mexican city was captured?
 164. What vast territory was gained by the United States in this war?
 165. What revolt of Americans took place in California during the Mexican War?
 166. What great discovery was made in California in 1848?
 167. What is meant by the "days of '49"?
 168. What was the Donner party?
 169. What was the Pony Express?
 170. When was California admitted to the Union?
 171. Every time a state was admitted after 1820 what great question arose?
 172. What was the Missouri Compromise?
 173. What did the North wish in regard to the admission of new territory?
 174. What did the South wish?
- (Questions 152-174 are to be added to the cumulative review on the completion of Topic XXII.)
175. What famous story was written against slavery?
 176. What was John Brown's raid?
 177. From what part of the country did Abraham Lincoln come?
 178. What chances for an education did he have?
 179. Were his parents rich or poor?
 180. What sort of a home did he have as a boy?
 181. Why was he later called the "Railsplitter"?
 182. What were the Lincoln-Douglas debates?
- (Questions 175-182 are to be added to the cumulative review on the completion of Topic XXIII.)
183. What did Elias Howe invent?
 184. Who invented the telegraph?
- (Questions 183-184 are to be added to the cumulative review on the completion of Topic XXIV.)
185. What did certain of the Southern States do when Lincoln was elected president?
 186. What did Lincoln say regarding the right of the South to secede?
 187. How did the war begin?

188. What did Lincoln do when he heard of this?
189. Why did the North wish to capture Richmond?
190. Who conducted the campaign in the Mississippi Valley?
191. How did Farragut help in the valley campaign?
192. What was the result of the capture of Vicksburg by Grant?
193. Who was "Stonewall Jackson," and why is he famous?
194. Who was Robert E. Lee?
195. What was the Emancipation Proclamation?
196. What famous three days' battle ended the southern invasion of Pennsylvania?
197. Why is this battle famous?
198. What expedition does the song "Marching Through Georgia" celebrate?
199. What was Sheridan's ride?
200. Where did the final campaign of the war take place?
201. To whom did General Lee finally surrender?
202. What did the war decide?

(Questions 185-202 are to be added to the cumulative review on the completion of Topic XXV.)

203. Why is the naval battle between the *Monitor* and *Merrimac* so famous? [First great naval battle between ironclads.]
204. What did it show about naval warfare?

(Questions 203-204 are to be added to the cumulative review on the completion of Topic XXVI.)

205. What did the war cost the South?

(Question 205 is to be added to the cumulative review on the completion of Topic XXVII.)

206. What is meant by the period of Reconstruction?
207. What did the Thirteenth, Fourteenth and Fifteenth Amendments do for the negro?
208. How did Lincoln meet an untimely death?
209. Why was this unfortunate for the South?
210. Why is President Andrew Johnson remembered? [The only president of the United States to be impeached.]

(Questions 206-210 are to be added to the cumulative review on the completion of Topic XXVIII.)

211. What great transcontinental road was completed shortly after the Civil War?

212. What three names do Californians remember in connection with this undertaking?

(Questions 211-212 are to be added to the cumulative review on the completion of Topic XXIX.)

213. What was the Alaska Purchase?
214. Why has it proved a valuable purchase?

(Questions 213-214 are to be added to the cumulative review on the completion of Topic XXX.)

215. What people settled in Utah?
216. What fine city did they build there?
217. By what means did they make the Utah deserts productive?
218. What is a trust?
219. What is a labor union?
220. What is a rebate?
221. Why is Grover Cleveland famous?
222. What was the Maine disaster?
223. What war followed shortly after the destruction of the Maine?
224. Why is Dewey famous?
225. What islands did we gain as the result of Dewey's victory?
226. What other great land and naval victory was won by the Americans?
227. What island near Cuba became territory of the United States?
228. During whose administration did the Spanish-American War take place?
229. What islands, six days out from San Francisco, were annexed to the United States during McKinley's administration?
230. Why is McKinley called "the martyred president?"
231. Why is Thomas Edison called the "Wizard?"
232. What did Bell invent?
233. What is a tariff?
234. What do we mean by the tariff question in United States history?
235. What two great political parties have held different views on the tariff?
236. What have the Democrats favored?
237. What have the Republicans favored?
238. What are the civil service examinations?
239. Under civil service how does a public officer get his office?
240. What is the Interstate Commerce Commission?

(Questions 215-240 are to be added to the cumulative review on the completion of Topic XXXIII.)

A COURSE OF STUDY IN HISTORY.

(Based on the Advanced State Text.)

HOW TO USE THE BULLETIN.

This Course of Study in History is based on the Advanced State Text. The course is made up of topics, the topics being based on chapters of the text. These topics are further divided into lesson units, and these lesson units have been discussed and treated in each case. A uniform method is followed in treating the topics which make up the course of study. First, the topic is named and the chapter or chapters of the text on which it is based are given, then follows a paragraph of general remarks and suggestions as to the treatment of the topic. In the body of this paragraph the lesson units into which the topic has been divided are given. Then the lesson units are taken up in order and discussed, the discussion suggesting in each case the principal points to be brought out and the method of doing it. In the discussion of the units the text is kept constantly in mind, specific instructions being given as to what paragraphs of the text to use, what paragraphs are to be omitted, whether the paragraph is to be studied carefully or simply to be read.

This Bulletin is based on the idea that the teacher must be the source of information. She is to use the text as a tool in helping out her work, and is not to make the work in history simply a recitation by the pupils of a certain number of memorized pages of the text. It is the business of the teacher to give meaning to the facts of the text, to add such detail and additional information as shall make the facts mean something to the pupil. Where the text seemed inadequate at certain points additional material has been given. Teachers should read those references cited in the discussion of lesson units, whether they be material adapted to pupils, or more advanced accounts. The references listed in the discussion of the lesson units may, when suitable, be given to pupils for supplementary reading.

At the beginning of each topic in the course will be found a list of general material. Teachers should make use not only of that material recommended for teachers, but should also read the material listed for pupils. Much of the material given in the teacher's list may be found suitable for pupils.

The second part of this Bulletin consists of a Cumulative Review, which is to be used in connection with the Course of Study in History. An explanation of its use has been given.

Specific suggestions are given in the discussion of the units as to the use of maps, pictures, and other aids to history teaching. Teachers must realize the importance of map work in history. They must realize that

adequate map material is a prerequisite for each day's work in history. A conscious attempt has been made in the discussion of the topics which make the Course of Study to keep the thread of connection running through, to give the facts we teach in the course their proper perspective.

TOPIC I. EUROPE DISCOVERS AMERICA.

(Based on Chapter I of the Text.)

GENERAL READING FOR TEACHERS.

FISKE: *Discovery of America*, Vol. I, Ch. III-VI; Vol. II, Ch. VII, XI, XII.

GRIFFIS: *Romance of Discovery*, Ch. IV-IX, XV.

JOHNSON: *The World's Discoverers*, pp. 1-177.

HIGGINSON: *A Book of American Explorers*, pp. 1-52, 119-177.

SPARKS: *Expansion of the American People*, Ch. I, II.

GENERAL READING FOR PUPILS.

MABIE: *Norse Stories*.

SHAW: *Discoverers and Explorers*.

PRATT: *The Story of Columbus*.

TAPPAN: *American Hero Stories*, pp. 1-13 and 14-24.

McMURRY: *Pioneers on Land and Sea*, Ch. VII, VIII, X.

TOWLE: *The Voyages and Adventures of Vasco da Gama*.

WRIGHT: *Stories in American History*, pp. 1-103.

GORDY: *American Leaders and Heroes*, Ch. I.

DRAKE: *Making of the Great West*, pp. 1-67.

ILLUSTRATIVE MATERIAL AND POEMS.

KINGSLEY: *Westward Ho!*

LOWELL: *Columbus*.

LONGFELLOW: *Skeleton in Armor*.

LANE AND HILL: *American History in Literature*, pp. 1-24.

PICTURES.

Columbus at the Court of Isabella.

NOTE.—The list of general reading for teachers as given above is intended as preparatory material, to be read before the presentation of Topic I. The list of general reading for pupils as given above offers a list of supplementary material, which may be given in connection with the presentation of the topic. It is material which is not to be cut up into specific page references, and may be given out during the progress of the lesson at the pleasure of the teacher. It is intended to illuminate and supplement the presentation of the work by the teacher. In the body of the discussion of the teaching of the topic which follows will be found further specific reference material on the points to be brought out in the lesson units. Such a list of general reading material for teacher and pupil as precedes this chapter will be put in before the discussion of each of the topics which make this Course of Study.

Preliminary Remarks and Suggestions.

Topic I tells the story of how Europe found America. It is our purpose in this topic to show how Europe stumbled on to a new world and how she began to explore it. We shall show how Spain took the lead in exploring the new world. We shall select certain of her most prominent explorers, and tell something of their voyages. We shall have in mind in this chapter the bringing out of the notion, which is a part of our race culture, that one of the European nations that took a leading part in the opening up and exploring of the new world was Spain. Besides this, we shall want to develop some notion of the character of the early discoveries and explora-

tions. While the details and facts regarding these explorations and discoveries are little remembered, the thrill and romance of the careers of these trail-blazers still holds a place in our race traditions. We shall give the general notion of the character of these early explorations through stories of the careers of those who are best remembered. We shall divide our topic into four lesson units, viz.:

- I. EUROPEAN TRADE WITH THE ORIENT.
- II. THE STORY OF COLUMBUS.
- III. EXPLORING THE ATLANTIC COAST.
- IV. THE STORY OF MAGELLAN.

The geography side of the topic is of great importance. Our topic is a geography making topic in a way. Map work should, therefore, be a very important feature in the treatment of the topic.

The teacher can introduce the work by suggesting that before we can come to a study of the history of that part of the continent of North America which is our own, the territory of the United States, it might be well to find how it was that the two continents came to be discovered; that only a few hundred years ago both the great American continents were inhabited and owned by tribes of Indians; that the civilized world at that time knew nothing about the existence of these continents, and that the purpose of the lesson is to show how the people of Europe stumbled on these new continents and began to settle them. We are now ready for our first lesson unit, which is—

I. European Trade With the Orient.

Have text paragraph 1 read and briefly discussed. This paragraph is introductory, and what is there said will be developed later. Have paragraphs 2 and 3 read, and with these as a basis proceed to the discussion of the unit. A map showing the old trade routes should be used in connection with this unit. With the material in the text as a basis, discuss articles of trade, means of transportation, the capture of Constantinople by the Turks, and the necessity of finding a new trade route. Describe the caravan and what it carried, and by means of the map give some notion of the great distance of the Orient from Europe. We are now ready for our next unit, which is—

II. The Story of Columbus.

In Columbus we have the best remembered of our early Spanish explorers. We shall want to tell the story of his career with some detail. Paragraph 4 in the text furnishes an outline of his career. The account of his voyage as given by the paragraph is adequate. The text account, however, should be supplemented by the teacher. Have paragraph 4 read by the class in connection with this unit. Tell briefly of the supposed Norse expeditions to America.

Then, with any of the following accounts as a basis:

- Ref. FISKE: *Discovery of America*, Vol. I, Ch. V and VI.
MCMURRY: *Pioneers on Land and Sea*, Ch. VII.
TAPPAN: *American Hero Stories*, pp. 1-13.
GUERBER: *Story of the Thirteen Colonies*, pp. 36-59.

take up the career of Columbus, bringing out the following points: (a) Columbus' idea about the shape of the world; (b) he struggles to get aid to make a voyage, and Spain finally gives it; (c) he sails and finds land in one of the islands off the southeastern coast of the United States; (d) he returns home and is received with honor; (e) he makes a later voyage and dies in poverty. It should be a conscious part of the teacher's work on this unit to develop an emotion or feeling of admiration for Columbus and his career. The world still holds an attitude of admiration for the discoverer of the New World. It has remembered him in sculpture and art, and by poem, story, and song.

Use a mercator map of the world in teaching this unit. Show available pictures given in all supplemental books illustrating the career of Columbus. Discuss the importance of the voyage.

After completing this unit bring out the idea that this voyage arouses interest and causes other voyages, the important ones of these forming our next lesson unit, which we may call—

III. Exploring the Atlantic Coast.

It is our purpose in this unit to give some notion of the explorers who followed Columbus in the early exploration on the Atlantic coast. We shall pick out three of the best known of these and make short stories of their work. The three are Vespucci, Balboa, and Ponce de Leon.

Have text paragraph 5 read, and discuss briefly the voyages of the Cabots and Vasco da Gama. Mention the other voyages, but make no attempt to remember the other names in this paragraph.

Have paragraph 6 read, but do not take up the first part of it for discussion. Omit the discussion of the "Bull of Demarcation." With the material given in the second half of text paragraph 6, and with the following material as a basis, tell the story of Amerigo Vespucci:

Ref. FISKE: *Discovery of America*, Vol. II, Ch. VII, especially pp. 25-30, 98-110, 136-140, 149-155, 177-180.

GUERBER: *Story of Thirteen Colonies*, pp. 60-62.

GRIFFIS: *Romance of Discovery*, pp. 112-121.

SHAW: *Discoverers and Explorers*, pp. 48-53.

The important fact of the Vespucci story is that the continent was called America, getting its name from him.

• Have text paragraph 7 read. The first part of the paragraph gives a bare statement regarding Balboa. With the following material as a basis, make a short story of how he discovered the Pacific Ocean:

Ref. FISKE: *Discovery of America*, Vol. II, Ch. VII, p. 180, and Ch. X, pp. 370-383.

SHAW: *Discoverers and Explorers*, pp. 56-61.

LAWLER: *Story of Columbus and Magellan*, pp. 69-73.

HART: *Source Reader*, No. 1, pp. 10-12.

Paragraph 7 gives in a brief sentence a statement of the voyage of Ponce de Leon. With the following material, furnishing additional detail, make an interesting story of the search for the Fountain of Youth:

Ref. GUERBER: *Story of the Thirteen Colonies*, pp. 62-66.

McMURRY: *Pioneers on Land and Sea*, Ch. X.

GRIFFIS: *The Romance of Discovery*, Ch. XV.

MORRIS: *Historical Tales*, pp. 7-12.

Use a map constantly in telling of these voyages, showing the class the routes taken by the explorers. Emphasize the fact that through these voyages Spain was finding out about this New World, and was laying a basis for a claim to the same. We are now ready for our next unit, which is—

IV. The Story of Magellan.

For the last lesson unit of our topic we turn to what was in a way the culmination of the great geography lesson the people of Europe had been learning. Paragraph 8 offers only a brief statement of the fact of Magellan's voyage. We shall supplement this with the following material from which the teacher may get detail for a good story:

Ref. McMURRY: *Pioneers on Land and Sea*, Ch. VIII.

TAPPAN: *American Hero Stories*, pp. 14-24.

TOWLE: *Magellan*.

FISKE: *Discovery of America*, Vol. II, Ch. VII, pp. 184-206 and 208-210.

JOHNSON: *The World's Discoverers*, pp. 119-177.

Trace Magellan's voyage from Spain, telling something of his experiences at the different places where he stopped. Emphasize the hazard and daring of the voyage. Tell how he was killed in the Philippines, and how one of his ships went on home. Use a map in connection with the unit and trace his voyage on the map as the story is told. Show what the voyage added to the geographical knowledge of the world. Have a map review at the end of the lesson unit, based on what has been taught in all the units of Topic I, showing what Spain had done during this first period of exploration, and emphasizing the fact that the world's geographical knowledge had grown wonderfully between 1492 and Magellan's time. Take up Cumulative Review Questions 1-26 in connection with this topic.

TOPIC II. THE SPANIARDS IN MEXICO AND THE UNITED STATES.

(Based on Chapter II of the Text.)

GENERAL READING FOR TEACHERS.

FISKE: *Discovery of America*, Vol. II, Ch. VIII, IX, X.

GENERAL READING FOR PUPILS.

GORDY: *American Heroes and Leaders*, Ch. II.

SHAW: *Discoverers and Explorers*.

PRATT: *Cortez and Montezuma*.

HART: *Colonial Children*, pp. 12-19.

DRAKE: *Making of the Great West*, pp. 10-28.

McMURRY: *Pioneers on Land and Sea*, Ch. IX.

ILLUSTRATIVE MATERIAL AND POEMS.

LEW WALLACE: *Fair God*.

See note, page 16.

Preliminary Remarks and Suggestions.

In Topic II we shall deal with some phases of the conquest and settlement of the New World by the Spaniards. It is not our purpose in this topic to take up the many conquests and expeditions which the Spanish undertook

in the New World. We shall, however, treat several of the best known. While the details of expeditions and the many names of Spanish pioneers are no longer remembered, all intelligent people know that the Spaniards were the most important nation in the early settlement of the newly discovered continent. All intelligent people know that a large part of South America, Central America, Mexico, and a part of what is now the United States was early settled by the Spaniards, and was for a long time under their control.

We shall attempt in this topic, also, to give, through the taking up in detail of one conquest and two expeditions, some notion regarding the character of Spanish conquest and settlement. We shall call our topic **THE SPANIARDS IN MEXICO AND THE UNITED STATES**, and shall divide it into four lesson units, as follows:

- I. CORTEZ AND THE CONQUEST OF MEXICO.
- II. THE SEVEN CITIES OF CIBOLA.
- III. DE SOTO DISCOVERS THE MISSISSIPPI.
- IV. THE SPANIARDS FOUND ST. AUGUSTINE AND SANTA FÉ.

In this topic, as in the first chapter, the geography side should play an important part. We are here concerned with great distances and many locations, and the geography phase is vital to the content of our stories.

The teacher may introduce the lesson by stating that we have now seen how the Spaniards came to discover America, that after they had explored the coast it was natural that they should next commence the exploration and conquest of the interior, and that we are now to learn how they conquered Mexico and settled in parts of what is now the United States. We are now ready for our first unit, which is—

I. Cortez and the Conquest of Mexico.

The first half of paragraph 11 of the text gives a bare statement of fact regarding the conquest of Mexico. We shall elaborate this unit, supplementing it so as to make a good story. Use a map of North America for this unit. Tell briefly of the formation of the expedition by Cortez, and show where he landed at Vera Cruz on the coast of Mexico. Any of the following accounts will furnish detail for the story of Cortez:

Ref. McMURRY: *Pioneers on Land and Sea*, Ch. IX.

WINTERBURN: *Spanish in the Southwest*, pp. 43-56.

FISKE: *Discovery of America*, Vol. II, Ch. VIII, especially pp. 216, 221-230, 235-237, 245-248, 252, 258-293.

MYERS: *General History*, pp. 492-3.

SHAW: *Discoverers and Explorers*, pp. 68-77.

Tell the incident of the burning of the ships. Emphasize the fact that a few hundred men were entering a country peopled by thousands of natives. What advantages did the Spaniards have? will be a good question for discussion by the class. Tell something of the Aztecs and their half-civilized conditions.

Some material on the Aztecs will be found in the references just given. Further material will be found in

' FISKE: *Discovery of America*, Vol. I, pp. 103-131.

STARR: *American Indians*, Ch. XXXI.

Tell how the City of Mexico was captured. Tell of Montezuma and his career. Tell something of the country of Mexico, and why it should be of value to Spain.

Have the remainder of text paragraph 11 read, and have the expedition of Narvaez pointed out on the map, but do not have the class dwell upon any names or any of the details of the expedition. Our next unit is—

II. The Seven Cities of Cibola.

Have text paragraph 12 read, and take up the story of the hunt for the "Seven Cities of Cibola." Trace the expedition of the Spaniards on the map, using present day names for locations when possible. Tell what they saw on the way and bring out the romance of the expedition by emphasizing the search for treasure, the long and uncertain journey, the daring and resourcefulness of the Spaniards. WINTERBURN: *The Spanish in the Southwest*, pp. 57-78. Our third unit is—

III. De Soto Discovers the Mississippi.

Have text paragraph 13 read, and with any of the following accounts as a basis, tell the story of De Soto's wanderings and the discovery of the Mississippi:

Ref. McMURRY: *Pioneers of the Mississippi Valley*, Ch. XII.

GUERBER: *Story of the Thirteen Colonies*, pp. 66-70.

DRAKE: *Making of the Great West*, pp. 10-28.

SHAW: *Discoverers and Explorers*, pp. 84-91.

Use a map for this unit, and show on it the route taken by De Soto in his wanderings. Tell something of the country through which he passed. Tell the incident of his burial. We are now ready for our last unit, which is—

IV. The Founding of St. Augustine and Santa Fe.

Have text paragraph 14 read, and tell of the founding of missions by the Spaniards. We shall take up later something of the mission period in detail, so we shall only touch it briefly here. Tell of the founding of Santa Fé and St. Augustine. Show them on the map. Emphasize the fact that St. Augustine is the oldest, and Santa Fé next to the oldest, town in the United States.

Review briefly the first two chapters of the text showing that one hundred years after Columbus the Spaniards had obtained control of parts of South America, Central America, and Mexico, and had made a few settlements in the south and southwestern part of what is now the United States.

Add Questions 27-32 to the cumulative review during the teaching of this topic.

TOPIC III. THE ENGLISH, DUTCH, AND SWEDES SETTLE ON THE ATLANTIC SEABOARD.

(Based on Chapter III of the Text.)

GENERAL READING FOR TEACHERS.

GRIFFIS: *Romance of Discovery*, Ch. XVIII-XXIII.

JOHNSON: *The World's Discoverers*, pp. 228-272.

FISKE: *Old Virginia and Her Neighbors*, Ch. III-IX.

GRIFFIS: *Romance of American Colonization*, Ch. II-IV, XIII.

GENERAL READING FOR PUPILS.

HIGGINSON: *A Book of American Explorers*, pp. 175-272.

SHAW: *Discoverers and Explorers*.

TOWLE: *Drake, the Sea King*.

GORDY: *American Leaders and Heroes*, Ch. III-V.

BARNES: *Drake and His Yeomen*.

HART: *Colonial Children*, pp. 23-89.

McMURRY: *Pioneers of the Rocky Mountains and the West*, Ch. VII.

McMURRY: *Pioneers on Land and Sea*, Ch. II-IV.

TAPPAN: *American Hero Stories*, pp. 24-48 and 73-84.

COOKE: *Stories of the Old Dominion*, pp. 1-92.

MOWRY: *American Pioneers*, pp. 34-46, 58-67.

Colonial Stories Retold from St. Nicholas, pp. 1-26, 100-121.

WRIGHT: *Children's Stories in American History*, pp. 254-268, 292-299.

ILLUSTRATIVE MATERIAL AND POEMS.

JOHNSTON: *To Have and to Hold*.

LANE AND HILL: *American History in Literature*, pp. 26-34.

See note, page 16.

Preliminary Remarks and Suggestions.

In Topic III we shall take up the beginnings of English colonization. We shall show how they started colonies in Virginia and Maryland. In the same topic we shall also treat briefly the beginnings of Dutch settlement on the Hudson River. In our first two topics we located the Spaniards in the New World. In this topic, and in the two succeeding topics we shall locate the English along the Atlantic coast of what is now the United States.

We begin with this topic a well-known period or phase of our national history, the Colonial Period. The race has kept alive as a part of its traditions the notion that our great country had its beginnings in a number of English colonies, stretching along the Atlantic coast from Maine to Florida. The phrase, "The Colonial Period," when mentioned in connection with the history of the United States, has a very definite connotation for the average intelligent citizen. Not the connotation it has to the historian or the specialist in history who spends years in studying it in all its phases, but a very definite connotation withal. It represents to him a certain period in our country's progress. There are certain men and certain events which he connects with the period. It shall be our purpose, then, in the following topics to teach the Colonial Period, centering it around those men and events of the period which the race still preserves in its national traditions. This means that in many cases we shall eliminate parts of the material given in the text. We shall do this because the text preserves material which is of value to the specialist only. We must admit once and for all that the specialist's knowledge of history is not the

knowledge of the average citizen, and it follows that in teaching history in grammar grades we shall omit oftentimes from our course much of the material which would be of preëminent importance from the standpoint of the scholar. To be specific, let us take concrete instances. A detailed study of early colonial charters and specific knowledge of the same is undoubtedly of great importance to the specialist, especially from the causal standpoint, while knowledge of the Pocahontas incident is mere chaff. On the contrary, the average wayfaring man finds that in the ordinary culture relations of life the Pocahontas incident is a more usable piece of knowledge than a knowledge of the details of colonial charters. The specialist (see text paragraph 45) remembers the year 1643 as a very important one in colonial history. It seems that in that wonderful year the New Haven Colony was founded; that the League of the United Colonies of New England was formed; and that Roger Williams obtained the first charter of Rhode Island. Our average citizen, on the contrary, finds that he does not find his neighbors, his business associates, his club friends talking about the wonderful year 1643. He finds, however, that in order to be an intelligent member of society he does need to know that our Pilgrim fathers stepped on a certain rock when they landed, and that this rock is known as Plymouth Rock. We know that so far as its effect on history is concerned that they might just as well have walked ashore through the surf, but tradition has preserved the Plymouth Rock incident, and therefore we teach it. We shall divide our topic into four lesson units, as follows:

- I. THE ENGLISH SEAMEN AND EARLY ENGLISH ATTEMPTS AT COLONIZATION.
- II. THE JAMESTOWN COLONY AND THE EARLY HISTORY OF VIRGINIA.
- III. THE FOUNDING OF MARYLAND.
- IV. THE DUTCH AND SWEDES SETTLE ON THE HUDSON AND DELAWARE.

The teacher may introduce the topic by saying that, having now seen what the Spanish have done in settling the New World, we will turn our attention to the English, and see how they became powerful on the sea, and finally founded colonies in the New World. We are now ready for our first unit, which is—

I. English Seamen and Early English Attempts at Colonization.

Have text paragraph 15 read by the class. Recall in review the fact that shortly after the time of Columbus the Cabots had made voyages to North America, sailing along the northern coast of the continent, and thus giving English claim to it. Emphasize the fact that during the first seventy-five years after the voyage of Columbus England had taken no active part in the opening up of the New World. Discuss the early attempt on the part of the English to find a northwest passage around North America. Why should Europe have wished for such a route? Tell the class that there are to be many other expeditions which sail in search of this passage. Tell the class that men have attempted again and again to find the passage, and that it has been recently accomplished by Captain Amundsen, whose ship, the *Gjoa*, recently anchored in San Francisco Bay.

Discuss briefly the fact that in the reign of Queen Elizabeth the brave

English sea captains began to prey on Spanish commerce. Take up the story of Sir Francis Drake. He is a type of the Elizabethan sea captain, and one of the best known of the Elizabethan seamen. Text paragraph 15 gives a bare outline of his voyage around the world. With the following additional material as a basis, develop the story of Drake's great voyage:

Ref. McMURRY: *Pioneers of the Rocky Mountains and the West*, Ch. VII.

TAPPAN: *American Hero Stories*, pp. 24-37.

WINTERBURN: *Spanish in the Southwest*, pp. 89-96.

GRIFFIS: *The Romance of Discovery*, Ch. XIX.

Why is Drake of interest to Californians? is a good thought-question for the class. With the material as given above as a basis, emphasize the dashing bravery of these sea captains, of whom Drake was the type. Show how Drake, Raleigh, Hawkins, Gilbert, and the rest were interfering with the Spanish monopoly of the New World. Tell briefly of the final great struggle between the English sea captains and the Great Armada. Tell the class that we are now to see how the English were becoming interested in the settlement of the New World.

Have text paragraphs 16 and 17 read, and take up through discussion the attempts of Sir Walter Raleigh to settle a colony on Roanoke Island. These paragraphs furnish sufficient material on the attempt to plant a colony by private enterprise. Raleigh's is the only name in connection with this attempted colony which has any common knowledge value. Notice may be taken of the fact that in connection with this attempt at colonization tobacco and the potato were introduced into Europe. Bring out the difficulties in the way of the Roanoke Colony, and its final failure.

In connection with this unit develop an attitude of admiration for the bravery and daring of Drake, Raleigh, and the other resourceful sea-dogs of the Elizabethan period. The world still thrills to the stories of their daring deeds. They have been remembered in poem and song. This attitude can be brought out by showing the desperate chances they took in sailing unknown seas, and especially in their daring fights with the Spaniards, a daring which finally enabled them to win the mastery of the seas from Spain even in the face of the great odds against them.

II. The Jamestown Colony and the Early History of Virginia.

Omit text paragraphs 18 and 19. Instead of having the details of the Virginia charter learned by pupils let the teacher explain the term charter, and then tell briefly of the land grants made by the King of England to the trading companies which were formed in England. Have text paragraph 20 read by the class. This paragraph forms an outline for our topic. We shall supplement parts of it. The following material will furnish detail for our description of the founding of the colony:

Ref. GUERBER: *Story of the Thirteen Colonies*, pp. 87-101.

McMURRY: *Pioneers on Land and Sea*, Ch. IV.

MOWRY: *American Pioneers*, pp. 34-46.

COOKE: *Stories of the Old Dominion*, pp. 17-92.

FISKE: *Old Virginia and Her Neighbors*, Ch. III-VII, especially pp. 80-144, 168-172, 174, 175, and 188.

Tell of the organization of the expedition, the trip across the ocean and the landing at Jamestown. Tell something of the country as it appeared to the newcomers. Use a map for the unit, showing where Jamestown was located. Tell something of the character of the expedition of which John Smith soon became leader. Make John Smith the hero of the story and center it around him. The material as given above furnishes plenty of material for this. Bring out the difficulties: the lack of food, inadequate houses, no supplies, danger of Indians, and disease. Tell something of Smith's exploring expeditions. Why did most of these early settlers seek for a waterway through the continent? Relate the Pocahontas incident. Have the date 1607 learned. Connect it with the recent Jamestown Exposition in 1907. Why were the first few years called "the starving time?" Bring out the gold-seeking and adventure motive which prevailed in the colony.

Do not have text paragraph 21 studied, but the teacher may state briefly that the charters gave a "sea-to-sea" grant.

Have paragraphs 22 and 23 read, and discuss with the class the early introduction, on the one hand, of representative government, and on the other hand, of the institution of negro slavery. Discuss briefly representation. We shall take this up again, but the term should be explained at this point.

Have paragraph 24 read, and show that Virginia became a royal colony. Explain briefly what a royal colony was. Discuss briefly how Jamestown came to be one of a number of settlements, and that later these settlements taken together formed the colony of Virginia. Trace briefly the later history of the colony, emphasizing the spread of the tobacco industry.

In this unit through our supplementary reading, and through the supplementary detail given by the teacher, an appreciation of the difficulties of colonization should be developed; also an appreciation of John Smith as a "soldier of fortune," who helped to found our oldest colony.

III. The Founding of Maryland.

Have text paragraphs 25 and 26 read, and with these two paragraphs as a basis take up briefly the founding of the Maryland colony. Emphasize the fact that the colony was founded as a home for persecuted Catholics. Emphasize again the difficulties in the way of colonization. Use a map showing the location of the Maryland settlements.

IV. The Dutch and Swedes Settle on the Hudson and the Delaware.

Have text paragraphs 28 and 29 read by the class. With these as a basis, and with the following references furnishing additional material, tell something of Henry Hudson's voyages of exploration, especially the one which resulted in the discovery of the Hudson River. Why did he go up the river as far as possible, and why did he penetrate into the waters of the far north? Recall the idea of searching for the northwest passage.

Ref. McMURRY: *Pioneers on Land and Sea*, Ch. II.

MOWRY: *American Pioneers*, pp. 58-67.

TAPPAN: *American Hero Stories*, pp. 73-84.

GUERBER: *Story of the Thirteen Colonies*, pp. 102-105.

FISKE: *Discovery of America*, Vol. II, Ch. XII, pp. 540-548.

Tell of the beginning of Dutch settlements on the Hudson River. Do not go into the details of the patroon system.

Have text paragraph 29 read, and tell briefly of the attempt of the Swedes to settle on the Delaware. Note the fact that Spain, England, Holland, and Sweden have now made colonies in the New World.

Use a map on this unit showing Hudson's voyages, and locate the Dutch and Swedish settlements. *Don't forget the cumulative review!* Add Questions 35-52 during the teaching of the topic.

TOPIC IV. THE PLANTING OF NEW ENGLAND.

(Based on Chapter IV of the Text.)

GENERAL READING FOR TEACHERS.

GRIFFIS: *The Romance of American Colonization*, Ch. X.

GRIFFIS: *The Pilgrims in their Three Homes*, especially Ch. XII-XVI.

FISKE: *Beginnings of New England*.

BROOKS: *Historic Americans*, Ch. I.

GENERAL READING FOR PUPILS.

TAPPAN: *American Hero Stories*, pp. 48-72, 84-95.

Colonial Stories Retold from St. Nicholas.

BLAISDELL AND BALL: *Short Stories from American History*.

HART: *Colonial Children*, pp. 133-186.

MOWRY: *American Heroes and Heroism*, pp. 139-141.

WRIGHT: *Children's Stories in American History*.

GORDY: *American Leaders and Heroes*, Ch. VI-VII.

ILLUSTRATIVE MATERIAL AND POEMS.

LONGFELLOW: *Courtship of Miles Standish*.

AUSTIN: *Betty Alden*.

ABBOTT: *Miles Standish*.

LANE AND HILL: *American History in Literature*, pp. 34-58.

PICTURES.

The Landing of the Pilgrims.

Plymouth Rock.

Pilgrims Going to Church.

See note, page 16.

Preliminary Remarks and Suggestions.

We have seen how England started colonies in Virginia and Maryland, and in Topic IV we turn our attention to the founding of English colonies at the north. Our author has called the chapter "The Planting of New England," and we shall keep this title for our topic. The title is a good one, for our common knowledge of the early settlement of the northern part of the Atlantic coast is general rather than specific. With the exception of the Plymouth Colony and the Rhode Island settlement, we think rather of the settlement of New England than of the settlement of specific colonies. Of course, the specialist thinks of specific settlements. He thinks not only of the settlement of Plymouth and Rhode Island, but of the specific settlements in the Connecticut Valley, around Massachusetts Bay, in New Hampshire, and in Maine. To the average citizen, however, specific knowledge of settlement does not extend beyond the story of the Pilgrims and the story of Roger Williams. Having made these two specific

settlements, his further knowledge of early colonization is general rather than specific. It is the planting of a region, the planting of New England rather than the planting of individual colonies. This means, therefore, that we shall not follow the chapter in the text throughout. The text takes up specifically the founding of each of the colonies of the New England region. On the contrary, we shall only take up those settlements which are well known. The others we shall treat in a general way as incidents in the expansion of the region.

While we shall therefore make a change in our treatment of the chapter as to lesson units, in that we shall make fewer units than the text, we shall also depart somewhat from the viewpoint of the text in the treatment, not only of specific units, but of the whole topic.

The author has said that a history of the United States shall contain a chapter on the planting of New England. He has asked himself the question, "What does New England stand for historically?" and his answer to the question has been Chapter IV. From his viewpoint, therefore, New England stands historically not only for the stories of the Pilgrims and Roger Williams, but it stands also for Sir John Popham and Fernando Gorges, for the Mayflower Compact with the digest which he gives of it, for charters changed and rechanged, for a host of unimportant dates and names, for antiquated doctrines and institutions of value only as antiquities.

From our viewpoint, on the other hand, New England stands historically for something else. While there are a few facts which are common knowledge, and therefore are to be known, New England is of value historically from an impressionistic rather than from a formal fact standpoint. Or, in other words, when the average citizen thinks of New England or remembers about it, his knowledge content is not that of a number of facts of the political history of New England, but is rather that of a type of men and a type of life. He thinks of men with distinct characteristics and ideals, of a type of society peculiar unto itself.

Our common knowledge of New England, therefore, is the knowledge of atmosphere and color, rather than a knowledge of charters and multitudinous settlements. It is the appreciation of the character and life of a people, rather than a knowledge of their political history. This viewpoint demands a radical change in the material of the chapter. It means that while we shall eliminate part of the chapter and pass over other portions hastily, we shall expand and illuminate certain parts. From the previous discussion it will be seen at once that the parts to be illumined are those which deal with the life of the people, the things which from the standpoint of common knowledge are characteristic of New England.

We shall divide our topic into three lesson units, as follows:

I. THE PLYMOUTH COLONY.

II. ROGER WILLIAMS AND THE SETTLEMENT OF RHODE ISLAND.

III. THE EXPANSION OF NEW ENGLAND.

The teacher may introduce the topic by saying that we have seen in the last chapter how Virginia and Maryland were founded as English colonies,

how the Dutch settled on the Hudson River and the Swedes on the Delaware, and that in our new chapter we are to see how, for an entirely different reason, other English people came over and settled on the New England coast; how these colonies spread, and how other people came, until at last they had settled that portion of the United States which we call New England. We are now ready for our first unit, which is—

I. The Plymouth Colony.

Have text paragraph 30 read, but discuss only the first statement in the paragraph. Have paragraphs 31 and 32 studied. Commence this topic with a description of religious troubles in England. Do not go into a detailed discussion of why they were having religious disturbances in England, but bring out the fact that there were certain people who could not worship as they pleased, and so went to Holland, where they formed a colony. Tell briefly of their experiences in Holland, and then take up the voyage of the Mayflower. Describe the landing at Plymouth and the founding of the colony. Do not go into a discussion of the relations of the Pilgrims to the Plymouth and London trading companies.

Text paragraph 33, which deals with the Mayflower Compact, may be read and discussed, bringing out from the discussion of the ideas of the compact what sort of men the Pilgrims were. Do not, however, have pupils remember the four chief provisions as outlined in the paragraph of the text. Have text paragraph 34 studied. Discuss the reasons of the Pilgrims for coming to America, emphasizing the fact that they came for religious freedom. Contrast this motive with the gold-seeking and adventure motive in order to make the impression stronger.

Describe the first winter, bringing out the rigors of climate, relations with the Indians, and difficulties in the way of getting food. Contrast the conditions of colonization here in New England with those in Virginia. Tell the story of the first thanksgiving.

Describe the life in the colony. Bring out the simplicity of home, dress, and habits. Spend a Sunday with the Plymouth colonists. Describe their occupations. Bring out the religious intensity of character which led them to stand terrible hardships for the privilege of worshiping God as they saw fit. Our common attitude in connection with this unit is one of admiration for the steadfastness of our Pilgrim forbears, an appreciation of the sternness of their character, life, and ideals.

In connection with this lesson unit, tell the story of Miles Standish, reading selected portions, especially those dealing with the life of the people. This need not be done if the selection forms a part of the course in literature. Emphasize the strictness of the life and character of the Pilgrim fathers.

In teaching this unit make use of the well-known pictures of the Pilgrims. These are pictures of Plymouth Rock, Pilgrims going to church, the Mayflower, the landing of the Pilgrims, and the pictures based on the courtship of Miles Standish. These pictures will be found in the library. While the text answers fairly well for the first part of our unit, the material of

paragraph 34 needs to be supplemented. For instance, text says, "This first winter was a dreadful one." Such a statement must be enlarged by the teacher and made specific by additional material to show what made it a dreadful winter. We shall supplement the paragraph with the following material, which the teacher will find of value in giving illuminating material for bringing out the points indicated in the unit:

GUERBER: *Story of the Thirteen Colonies*, pp. 105-122.

MOORE: *Pilgrims and Puritans* (the whole book).

GRIFFIS: *The Pilgrims in their Three Homes*, pp. 149-285.

FISKE: *Beginnings of New England*, pp. 79-87.

McMASTER: *Primary History of the United States*, Ch. VI and VII (especially for pictures).

TAPPAN: *American Hero Stories*, pp. 59-72.

• ABBOTT: *Miles Standish*.

LANE AND HILL: *American History in Literature*, pp. 25-40, 42-55.

II. Roger Williams Founds Rhode Island.

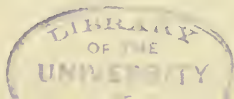
Omit text paragraphs 35-39 for the present. Have paragraph 40 read and paragraph 41 studied by the class. The idea of religious liberty is a fundamental idea of our republic. It has become an integral part of our national life. The world remembers Roger Williams as an early apostle of this idea, therefore we shall make a story of how he was driven out of Massachusetts for his views, and rather than give them up, fled into the forests and later founded the colony of Rhode Island. Bring out the kindly character of the man, his fair treatment of the Indians.

In this unit the emphasis is to be laid on the idea of religious liberty rather than on the facts in connection with the early history of Rhode Island. Omit discussions of charters and land grants, and center the attention rather on the idea of what Roger Williams stands for historically. In this unit develop an attitude of admiration for Roger Williams, the forerunner of religious liberty.

As we have said above, text paragraph 40 may be read, but is not to be studied. The ideas of the paragraph on the relation of Puritans and Pilgrims and of the relation of church and state in New England are too technical for grammar school children. However, in the teaching of this whole chapter it should be the purpose of the teacher to bring out the close connection between the religion of the people and the life of the people, the importance of their religion to their lives. We are now ready for our last unit, which is—

III. The Expansion of New England.

Text paragraphs 35-39 and 42 and 43 may be read in connection with this unit, but they are not to be learned or discussed in the class. In this unit we are to develop briefly the expansion of New England. A map of the New England States should be used constantly while teaching this unit. Show on the map where these other colonies mentioned in the text were located. Emphasize the fact that in some cases they started by people emigrating from the older colonies, that in other cases they were started by new influxes of population from England. Describe briefly the character



of these settlements. Use constantly in this unit the names of the other New England colonies which grew up after the settlement of the Plymouth Colony. Use the term Puritans in this unit, but attempt no distinction between Pilgrims and Puritans. This is a distinction which the average standards of common culture do not demand, and it should therefore not be imposed on grammar school children. Point out on the map some of the settlements made around Massachusetts Bay, especially Boston, also some of those in the Connecticut Valley. Do not go into the details regarding these settlements. Refer to settlements in Maine and New Hampshire, but teach no details. Emphasize again what has been taught in Unit I regarding character of the people, bringing out the fact that simplicity of life, strong religious views, and thriftiness were characteristics of New Englanders generally. Special emphasis should be placed on the thriftiness of the New Englanders, which later makes itself felt in well-tilled farms and busy factories. Teach the early founding of Harvard and Yale colleges. Draw a contrast between the New Englanders and the Virginians, also a contrast between the two regions.

Omit text paragraphs 44, 45, 46 entirely. *Do not forget the cumulative review. It should form a part of each day's work in history.* Add Questions 53-60 during the teaching of the topic.

TOPIC V. THE ENGLISH SETTLE THE MIDDLE AND SOUTHERN COLONIES.

(Based on Chapter V of the Text.)

GENERAL READING FOR TEACHERS.

GRIFFIS: *The Romance of American Colonization*, Ch. XV, XVII.

GENERAL READING FOR PUPILS.

WALTON: *Stories of Pennsylvania*, pp. 1-98.

MOWRY: *American Pioneers*, pp. 68-80.

TAPPAN: *American Hero Stories*, pp. 108-116.

GORDY: *American Leaders and Heroes*, Ch. VIII.

ILLUSTRATIVE MATERIAL AND POEMS.

IRVING: *Legend of Sleepy Hollow*. *Rip Van Winkle*.

See note, page 16.

Preliminary Remarks and Suggestions.

In Topic V we are concerned with the settlement of the Middle Colonies and three of the Southern Colonies. The author has selected for treatment the Carolinas, New York, New Jersey, Pennsylvania, Delaware, and Georgia. He has apparently made the settlement in each case of equal importance. We shall, as in the last topic, depart somewhat from the text, and again lay the emphasis of the treatment on those settlements which seem to be best known. For example, the story of William Penn and the Quakers in Pennsylvania is far more commonly known than the early settlement of Delaware or the Jerseys. The story of the Dutch in New York and Dutch life and customs is better known than the settlement of the Carolinas. We shall, therefore, as in our treatment of the previous chapter, make stories of the settlements which are best known, while in the other cases we shall not attempt to learn the details as outlined in the text. This does not mean

that we shall omit these other colonies entirely. We shall refer to them constantly by name, shall point them out on the map, and shall instance them as a part of the expansion of the period; but we shall not attempt to teach the numerous, unimportant, little known details of their founding.

The author has followed the chronological order in his treatment of the founding of the colonies. While there is no objection to doing this, it is not worth while to attempt to teach the dates of the founding of each of the colonies. Bring out the fact that over a hundred years elapsed between the founding of the first and last colonies. We shall make three lesson units of this topic, as follows:

I. THE DUTCH IN NEW YORK.

II. WILLIAM PENN AND THE QUAKERS IN PENNSYLVANIA.

III. JAMES OGLETHORPE AND THE FOUNDING OF GEORGIA.

The teacher may introduce the topic by saying that we have considered the settlement of Virginia and New England, and that we are now to see how the Middle colonies were founded and how other Southern colonies grew up. That we are to find out something of Dutch life in old New York; that we are to learn how William Penn and the Quakers started a fine colony in Pennsylvania; that we are to see how James Oglethorpe founded a colony for poor debtors in Georgia, as well as learn something of the beginning of the other thirteen colonies. We are now ready for our first lesson unit, which is—

I. The Dutch in New York.

We have already, in a previous topic, learned some of the facts of the settlement of New York, therefore the purpose of this unit is to develop an appreciation of old Dutch life in New York. Irving, through Rip Van Winkle and his other stories, Joseph Jefferson in the play of the same name, the survival of certain families and family names, the keeping alive of certain family traditions, the fact that New York is our largest city, helping keep alive her early history and traditions; all of these things have been factors in making popular in the United States the knowledge of something of the life in old Dutch New York.

Here again we shall want color rather than political details, we shall want atmosphere, an appreciation of the prosperous, easy going life of the times. Instead of facts regarding Peter Minuit and Leisler's rebellion, we want a mental picture of old Dutch feather beds, so high that a ladder was required to get into them, of well stocked barns, of well-fed Dutch burghers sitting in front of taverns, smoking their long pipes and drinking their well-brewed ale.

Omit text paragraph 47 for the present. Have paragraph 48 read by the class. Review briefly the discovery of the Hudson River by Henry Hudson and the early settlement of the river. With the reference material as given below develop a picture of old Dutch life, bringing out the features indicated in the previous paragraph. Read portions of Rip Van Winkle and the Legend of Sleepy Hollow. Bring out what we mean by Knickerbockers in New York to-day, developing the fact that the Van Wycks,

Vanderbilts, the Stuyvesants, and Roosevelts are old line Dutch families. For this unit use a map of the Atlantic coast and show on the map where the Dutch settlements were made. Tell briefly how New York passed from the hands of the Dutch into the hands of the English. Do not go into the details of the political history of the times.

The teacher will find IRVING'S: *Legend of Sleepy Hollow; Rip Van Winkle*, and *Knickerbocker History* of value as giving material for this unit. Also GRIFFIS: *Romance of American Colonization*, Chapters V, VI, and VII.

II. William Penn and the Quakers in Pennsylvania.

Using a map and the material of paragraph 49, make a statement to the class of the settlement of New Jersey. Do not have the class learn the details of this paragraph. Using the material of paragraph 50 and with the following material as a basis—

Ref. GUERBER: *Story of the Thirteen Colonies*, pp. 134-136, 147-152.

TAPPAN: *American Hero Stories*, pp. 108-116.

MOWRY: *American Pioneers*, pp. 68-80.

HART: *Source Reader, No. 1, Colonial Children*, pp. 144-148.

GRIFFIS: *Romance of American Colonization*, Ch. XVII—

tell briefly of William Penn, who he was, and his grant of land. Locate the grant on the map. Bring out the fact that he bought the land from the Indians, and develop an attitude of admiration for Penn's fair treatment of the Indians and his constant kindness to them.

Our book has nothing to say of Quakers in connection with Pennsylvania. We shall add something regarding this sect. The references as given above furnish material on the Quakers. Tell briefly who the Quakers were. Characterize them, bringing out their simplicity of life. Bring out their simplicity of manners, dress and customs. People should know what is meant when the expression is used, "He is a Quaker." Explain the phrase, "It was a regular Quaker meeting."

Tell something of the founding of the city of Philadelphia, of the meaning of its name, of its well laid out and well kept streets. Contrast briefly the colonization of Pennsylvania with that of Virginia and Plymouth. What do we mean by Pennsylvania Dutch? will be a good question to explain during this topic.

In this topic develop an attitude of admiration for Penn and the Quakers as regards their simplicity of life, their kindly spirit, their fair treatment of the Indians, their thrift and progress.

In connection with this unit, using a map and the material of text paragraph 51, tell briefly how Penn bought Delaware and made a colony of it. Do not have the class learn the details of paragraph 51, but have them remember that Delaware was a colony. We are now ready for our last lesson unit—

III. James Oglethorpe and Georgia.

Using the map and the material of text paragraph 47, tell briefly of the settlement of North and South Carolina. Do not have the class learn these

details and do not refer to the details after the first time. Refer to these colonies occasionally, and have them pointed out at times on the map. Using text paragraph 52 and the following material make a story of how James Oglethorpe founded a home for poor debtors in Georgia.

Ref. GRIFFIS: *The Romance of American Colonization*, Ch. XV.

HARRIS: *Stories of Georgia*, pp. 20-40.

After these three lesson units have been completed, using a map, review the thirteen original colonies. Every intelligent citizen should know what the original thirteen colonies were. Most of them will be easy to remember. Bring out the fact that a variety of peoples have settled in the colonies and review the best known, viz.: English, Dutch, Swedes, Germans, Scotch, Irish, Welsh. Recall in review the fact that Spain has settled in the New World, in Mexico, the south and southwestern parts of what is now the United States, in Central America, and in parts of South America, as well as the islands along the Atlantic coast lines of these countries. Recall in review that the English have now settled the Atlantic coast from Maine to Florida. Tell the class that they are next to see what France did in settling in the New World.

Add Questions 61-69 of the cumulative review during the teaching of this topic. Remember that the class should answer occasionally questions from 1 to 69.

TOPIC VI. THE FRENCH SETTLE THE INTERIOR VALLEYS OF NORTH AMERICA.

(Based on Chapter VI of the Text.)

GENERAL READING FOR TEACHERS.

FISKE: *Discovery of America*, Vol. II, Ch. XII.

GRIFFIS: *Romance of Discovery*, Ch. XIV, XXV, XXVI.

JOHNSON: *French Pathfinders in North America*.

PARKMAN: *Conspiracy of Pontiac*, Vol. I, pp. 1-70.

GENERAL READING FOR PUPILS.

BALDWIN: *Old Northwest*, pp. 1-236.

WRIGHT: *Children's Stories in American History*, pp. 199-253.

TAPPAN: *American Hero Stories*, pp. 49-58.

MOWRY: *American Pioneers*, pp. 21-33, 81-93.

McMURRY: *Pioneers on Land and Sea*, Ch. I.

McMURRY: *Pioneers of the Mississippi Valley*, Ch. I-III.

GORDY: *American Leaders and Heroes*, Ch. IX.

ILLUSTRATIVE MATERIAL.

DOYLE: *The Refugees*.

See note, page 16.

Preliminary Remarks and Suggestions.

We have seen in our previous topics how the Spanish during the hundred years following Columbus' voyage had settled parts of South America, Central America, Mexico, and portions of the southern and southwestern part of what is now the United States; how the English had settled the Atlantic seaboard of what is now the United States. In Topic VI we are to consider

the part the French play in the settlement of the New World; we are to give the common culture of the romance of French colonization. This common culture is partially specific fact knowledge, but more largely a general appreciation of the romantic daring of a type of men. In other words, while there are a few facts we have to know about certain individuals and what they did, for the most part our task is to give the common appreciation of the work of a people in opening up a certain part of the new world. Instead of learning a mass of cut and dried facts we are to get an appreciation or feeling for the Jesuit priest, penetrating unknown forests to carry the message to the heathen, or a picture of the French trapper in his canoe putting forth into unknown waterways and going on a journey of months, penetrating limitless forests and waterways, to barter with treacherous savages for pelts and furs.

In order to carry out the purpose indicated above it will be necessary to supplement our topic in the text somewhat. The text outlines all the fact knowledge one need have on French exploration, it indicates the topics we shall teach, and includes all the facts we shall care to remember; but in order to get the appreciations which we stated above to be desirable it will be necessary to supplement the text at certain points with illuminating details such as pictures and stories. Suggestions as to this will be made later in the detailed treatment. Map work will also be an important feature in the treatment of the topic. In brief, our purpose in this chapter will be to give the common knowledge and feeling regarding French exploration in the New World, and this will be done through three stories dealing with the adventures of Champlain, Marquette and Joliet, and La Salle. In connection with these stories will be developed the character of French colonization and the country explored, the part played by fur trappers and traders, and by the Jesuits, an idea as to the relations of the French with the Indians, and, lastly, a general notion as to the region explored and occupied by the French. We shall divide our lessons into three lesson units, viz.:

- I. THE STORY OF CHAMPLAIN.
- II. MARQUETTE AND JOLIET.
- III. LA SALLE.

The teacher may introduce the topic by saying that we have seen how the Spanish explored and settled in the New World, and how the English had settled along the eastern coast of what is now the United States, that we are now to see that during the same period the English colonies were being founded the French to the north and west were exploring and settling the waterways of the St. Lawrence and Great Lakes. We are now ready for our first unit—

I. The Story of Champlain.

Have text paragraph 54 studied by the class. In beginning this story brief mention may be made of Cartier's voyage early in the sixteenth century, but no attempt need be made to teach it or have it remembered. Our book furnishes little material for the adventures of Champlain, so we

shall look elsewhere. The details for the story of Champlain may be found in any of the following:

Ref. TAPPAN: *American Hero Stories*, pp. 49-58.

McMURRY: *Pioneers on Land and Sea*, Ch. I.

GUERBER: *Story of the Thirteen Colonies*, pp. 174-176.

In teaching this unit bring out especially (a) the founding of Quebec, (b) the fight with the Iroquois, and (c) the region explored by Champlain. Locate Quebec, bringing out its commanding position on the St. Lawrence. Locate Lake Champlain, and in telling of the battle there with the Iroquois bring out the fact that thereafter the Iroquois were always hostile to the French. Show on the map in a general way the region further explored by Champlain. The three things to be brought out on this lesson unit as indicated above are all treated in the references as given above. Chapters VIII and IX in JOHNSON'S: *Pathfinders in North America*, and BALDWIN'S: *Discovery of the Old Northwest*, pp. 22-34, will give additional material for the teacher, Baldwin especially on the first two ideas to be brought out in Lesson Unit I. Our next unit is—

II. The Story of Marquette and Joliet.

Have text paragraph 55 studied by the class. We have shown through our first unit how the French occupied the St. Lawrence River and a part of the region of the Great Lakes. In this unit we shall show how they penetrated still farther westward and down into the Mississippi Valley. Show how, after Champlain's early exploration and settlements, the Jesuit priests and fur traders began to put out boldly to the West, the former to convert Indians, the latter to trade with them for furs. The following references will give necessary detail for the part the Jesuits played: BALDWIN: *The Discovery of the Old Northwest*, pp. 96-106, deals with the Jesuit missionaries. The brave self-sacrifice of the Jesuit fathers in attempting to convert the Indians is common knowledge, and the pages in Baldwin give the details of their adventures. In DRAKE: *Making of the Great West*, pp. 74-80, the teacher may find material covering these same points. GILMAN: *Tales of the Pathfinders*, Ch. VII, shows the part played by the Jesuits in getting possession of New France.

Along with the part played by the Jesuit priests develop the work of the fur traders in spreading French influence in the interior of North America. Using the references which follow, describe the French fur trader and his voyage. Bring out the fact that he got along well with the Indians. Bring out the fact that the French engaged in the fur trade generally. Contrast with the settled agricultural pursuits of the English. Explain the terms: portage, *coureur-de-bois*. Develop the fact that these fur traders were occupying this interior territory for France. GUERBER: *Story of the Thirteen Colonies*, p. 176, furnishes material on both Jesuits and fur traders. BALDWIN: *Discovery of the Old Northwest*, pp. 109-121, gives good description of typical adventures of two daring fur traders. BARNES: *Studies in American History*, pp. 74-77, give additional details on the Jesuits and fur traders.

Having shown how the missionary and the fur trader had penetrated farther into the interior, we take up the work of Father Marquette and Joliet. Following the account given in paragraph 55 of our text, and with additional detail as furnished in the account given in any of the following, tell the story of the voyage of Marquette and Joliet:

- Ref. GUERBER: *Story of the Thirteen Colonies*, pp. 177-179.
BALDWIN: *Discovery of the Old Northwest*, pp. 164-180.
PRATT: *Marquette, de Soto, and La Salle*, pp. 61-84.
MOWRY: *American Pioneers*, pp. 81-93.

Bring out the fact that Marquette was a missionary and Joliet a fur trader. Trace their voyage carefully on the map. This is shown on the map of page 63 of the text. Bring out the dangers of their voyage, their bravery in undertaking it. The details for bringing this out will be found especially good in the Baldwin account. This account also gives an interesting view of some of the wonderful things these men saw on their voyage. Should the teacher desire more material on this unit JOHNSON'S: *French Pathfinders*, pp. 147-187, will be found valuable.

Emphasize the fact that, with the exception of Champlain's trouble with the Iroquois, the French usually got along well with the Indians.

III. The Story of La Salle.

Have text paragraph 56 studied by the class. In this unit we shall complete early French exploration. We shall not give the detail in the La Salle story which we have in the other lesson units, but will concern ourselves more particularly with bringing out in review what the French accomplished in the seventeenth century in exploring and settling North America. We have in the second unit given all that we care to give regarding the details of the voyage of a French explorer. Using, therefore, the detail given in paragraph 56 of the text, show how La Salle completed the work of Marquette and Joliet by exploring the Mississippi to its mouth.

Using a blackboard outline map of North and South America, put on in different colors the territory occupied by the English, French and Spanish at the end of the seventeenth century.

Show by means of this map that by using the portages a Frenchman could go from the mouth of the St. Lawrence to the mouth of the Mississippi; in other words, that the French possessions were a network of waterways. Show the chain of French forts and settlements which had grown up in the region of the French claims.

On the completion of this chapter have a general map review of the material of the first six topics. Use a map of North and South America. Review with the map the principal Spanish, English, Dutch, Swede and English settlements. Indicate on the colored map as mentioned above the general regions occupied by each of these European nations. Then locate the best known settlements, especially the thirteen English colonies, Santa Fé, and St. Augustine, and the most important French towns, forts, and lines of exploration and settlement. Add Questions 70-79 to the list of cumulative review questions.

TOPIC VII. THE AMERICAN INDIAN.

(Based on Chapter VII of the Text.)

GENERAL READING FOR TEACHERS.

FISKE: *Discovery of America*, Vol. I, Ch. I.

GRIFFIS: *The Romance of Discovery*, Ch. II.

PARKMAN: *Conspiracy of Pontiac*, Vol. I, pp. 1-45.

GENERAL READING FOR PUPILS.

STARR: *American Indians*.

BROOKS: *Story of the American Indian*.

JUDD: *Wigwam Stories*.

WRIGHT: *Children's Stories in American History*, pp. 1-26.

HAZARD AND DUTTON: *Indians and Pioneers*.

HART: *Colonial Children*, pp. 91-133.

ILLUSTRATIVE MATERIAL.

LONGFELLOW: *Hiawatha*.

See note, page 16.

Preliminary Remarks and Suggestions.

Topic VII deals with the Indians of North America. It is only right that we should have "The Indian" as a topic in our course, in view of the fact that the Indian race has been a constant factor in our history as a nation. There is a certain body of knowledge regarding the Indian which has become a part of our common culture. There are, for example, certain terms and expressions growing out of Indian life, which have become a part of our national vocabulary. For instance, every one knows the meaning of such a term as "the happy hunting ground," or "on the warpath," not only knows it, but appreciates the connection with Indian life and lore.

Introducing as a topic the Indian at this point, and making a somewhat intensive study of his best known characteristics, does not mean that in this chapter we meet the Indian for the first time; study about him and then leave him. We have already found out something regarding him in our study of exploration and colonization in the New World; we shall also meet him again in the later history of the nation. Our study heretofore, however, has been rather incidental. Making use of what we have already learned, we shall in this chapter make some generalizations regarding his life and characteristics, bringing out those which are best known.

Our treatment of the topic will not be scientific. No attempt will be made to develop a classification or to deal with tribal characteristics. While we shall treat briefly the Aztecs, ancient Peruvians, the Mound-builders, and Cliff-dwellers as being well known tribes which were different from our best known type, we shall for the remainder of our topic deal with the well known type Indian, the red man or redskin, the Indian we all know so well.

Furthermore, in dealing with our North American Indian we shall make no attempt at a treatment which shall include a scientific tribal distribution or a differentiation of tribal characteristics. While we shall teach and use those tribal names which are well known, we will not teach and expect children to remember a classification such as the one given in paragraph 60

of our text. Regarding tribal characteristics also we shall draw no distinction. The Indian with which the average person is familiar is a type Indian. He is the Indian common to our folklore, the Indian of our national life. He is the Indian which we give certain characteristics, whether he has them or not.

We have already mentioned the fact that certain terms and expressions connected with Indian life have crept into our language. In connection with our chapter we shall teach these where they are not already known. Some of these are such terms as squaw, papoose, war whoop, and tomahawk. These will be introduced as suggested in the detailed treatment of the lesson. In brief, our purpose in this chapter will be to teach those facts regarding the life and characteristics of the type Indian which have become a part of our national traditions; to give familiarity with such tribal names as are well known; to teach those terms and expressions which have come into our language through our connection with the Indian. Besides this, we shall generalize briefly in way of review regarding the relations of the early colonists and the Indians.

We shall call our topic **THE INDIANS**, and divide it into four lesson units, as follows: I. **DISTRIBUTION**: In this lesson unit we shall call up our old friends the Aztecs and Incas of Peru, shall introduce the mound-builders and cliff-dwellers, and then show the general distribution of our well known "red men." II. **THE LIFE OF THE INDIAN**: In this unit we shall bring out the best known facts regarding the (a) houses, (b) organization, (c) weapons, (d) clothing, (e) food, and (f) religion of our type Indian. III. **TRAITS OF CHARACTER**: In this we shall bring out those best known traits, such as (a) expertness in woodcraft, (b) courage, and (c) revengefulness. IV. **THE INDIANS AND THE EARLY SETTLERS**: Finally, in our last unit, we shall review briefly what we have already learned about the relations of the early settlers and the Indians, making generalizations on the facts recalled.

The teacher may introduce the lessons by reminding the class that the white people of Europe on coming to the New World found it peopled by a race different from themselves; that we are now to study further about these Indians, in order to learn something about how they lived and what sort of people they were. We are now ready for our first lesson unit—

I. Distribution of the Indian.

This is for the most part a review topic. The purpose of the unit is to bring out the fact that the Europeans found the Indian distributed over a large part of North and South America. The only new teaching to be done on this unit is concerning the mound-builders and cliff-dwellers. The teacher should make use of her class in bringing out this unit, as they have already dealt with the Aztecs, the Peruvians, and the red men of North America. Bring out by review questions the fact that the Spanish found Indians in the south, and that they were half civilized. Call up the Aztecs and Incas to instance this, and have the class recall briefly the best known characteristics of these half civilized Indians.

With the accompanying material for reference, tell briefly about the mound-builders and cliff-dwellers. That there were such Indians is well known, but much regarding their characteristics is not well known. The principal thing to bring out on the first is that there were Indians who built mounds, and on the second that there were other Indians who lived together in cliffs. Use the pictures suggested below for teaching the mound-builders and cliff-dwellers. Give very little of the life and habits of either of these two peoples. Common knowledge as to detail regarding them is very limited. Pictures of the mounds built by these Indians and of the cliff-dwellers probably compose the greater part of our common knowledge regarding them.

Ref. STARR: *American Indians*, pp. 175-181. (Gives material on cliff-dwellers and a good picture.)

BROOKS: *Story of the American Indian*, pp. 22-49. (Tells who the mound-builders were and gives good pictures.)

GUERBER: *Story of the Thirteen Colonies*, pp. 20-23.

HART: *Essentials in American History*, pp. 25-26. (Gives two good pictures, one of cliff-dwellers, the other of a Zuni pueblo.)

HAZARD AND DUTTON: *Indians and Pioneers*, pp. 44-55.

Use a map of North and South America for this unit, and having shown on the map the location of these Indians of the south just treated, show in a general way the location of our own Indian, the red man about whom we are now to study. Use paragraph 57 in the text on this unit. We are now ready for Unit II, which is—

II. Life of the Indian.

In this unit we shall bring out the best known facts regarding the life of the Indian.

(a) *Houses*.—Describe the wigwam and show pictures. Much time need not be spent on this, as the class probably knows about these already. The material in text paragraph 58 is sufficient concerning the wigwams and long houses. Good pictures are found also in the text on page 67. Should the teacher require additional material, it can be found as follows:

HAZARD AND DUTTON: *Indians and Pioneers*, pp. 64-66.

MOWRY: *American Inventions and Inventors*, Ch. II.

(b) *Organization*.—Explain briefly the organization of Indians into tribes. The following terms should be explained if the class is not already familiar with them: tribe, chief, sachem, totem, squaw, papoose. Paragraphs 59 and 60 of the text will furnish sufficient material on this, as the class is probably already familiar with the fact of tribal organization. Paragraph 60 may be read and discussed in relation to tribal organization, but pupils should not be required to memorize the names of the tribes which compose the three Indian races. The term Iroquois ought, however, to be remembered. The other well known names of the tribes will be taught in connection with the history of the West.

(c) *Weapons*.—The class is probably already quite familiar with the weapons of the Indian. The teacher must be sure they are familiar in this connection with the following: bow and arrow, tomahawk, arrowhead.

Where the teacher can secure these interesting relics to exhibit to the class it is well worth doing. If not obtainable, pictures and description must serve. Pictures will be found as follows:

Text, pp. 68-69.

STARR: *American Indians*, p. 40.

BASS: *Stories of Pioneer Life*, pp. 4, 7.

BROOKS: *Story of the Indian*, p. 171.

Introductory History (State Series), p. 96.

(d) *Clothing*.—On this subhead it will not be necessary to spend much time. We shall here depend on pictures largely. Bring out the facts that the Indians used chiefly the hides of animals for their clothing. STARR: *American Indians*, pp. 14-21, furnishes a good account of the dress of the Indian. Explain the term moccasins. See also in connection with this unit

HAZARD AND DUTTON: *Indians and Pioneers*, pp. 58-61.

BROOKS: *Story of the American Indian* (will furnish an abundance of pictures).

(e) *Food*.—Bring out in way of review that the Indian lived by hunting and fishing. Recall what the children have already learned about maize or Indian corn. This is a well known term. Paragraph 61 in the text is sufficient on this. Explain here pestle and mortar.

(f) *Religion*.—It is fairly well known that the life of the woods gave a religious turn to the makeup of the Indian. Explain the following: "happy hunting ground," "medicine men," "Great Spirit or Manitou."

III. Traits of Character.

With what the class has already learned of the Indian and with paragraph 62 of the text as a basis, discuss the Indian traits of character. We are here dealing with the type Indian. In connection with this unit explain the following well known terms: scalp, massacre, war paint, war whoop, redskin, firewater. Explain in connection with this unit the following expressions also: "burying the hatchet," "smoking the pipe of peace," "on the warpath," "running the gauntlet."

Bring out his expertness in woodcraft, his endurance, stoicism, courage, fortitude, and revengefulness. Following paragraph 62 of the text, tell something of the Indian at war. Much additional material will not be necessary on this, as the pupils have in studying the colonies found much of the Indian method of warfare. Additional material on the Indian at war will be found as follows:

STARR: *American Indians*, pp. 39-45.

HAZARD AND DUTTON: *Indians and Pioneers*, pp. 82-85.

IV. The Indians and the Early Settlers.

This is a review lesson unit. Make use of the knowledge of the class on the period of colonization in generalizing briefly as to the relations of the Indians and early settlers. Review briefly how the Indians got along with the Spanish, French, and English. Bring out the fact in review that the Indians usually got along better with the French than with the English. Recall William Penn's kindly treatment of the Indian.

This chapter does not conclude our interest in the Indian as a factor in American history. We shall find him again as a part of the story of the settlement of the West.

Remember the daily work in cumulative review. Class is now responsible for Questions 1-79.

TOPIC VIII. THE STRUGGLE OF FRANCE AND ENGLAND FOR NORTH AMERICA.

(Based on Chapter VIII of the Text.)

GENERAL READING FOR TEACHERS.

GRIFFIS: *Romance of American Colonization*, Ch. XXIII.

PARKMAN: *Conspiracy of Pontiac*, Vol. I, pp. 1-141.

SPARKS: *Expansion of the American People*, Ch. VI.

GENERAL READING FOR PUPILS.

COOKE: *Stories of the Old Dominion*, pp. 94-157.

BALDWIN: *Conquest of the Old Northwest*, pp. 69-116.

TAPPAN: *American Hero Stories*, pp. 117-143.

HART: *Camps and Firesides of the Revolution*, pp. 119-153.

WRIGHT: *Children's Stories in American History*, pp. 331-347.

GORDY: *American Heroes and Leaders*, Ch. X-XI.

ILLUSTRATIVE MATERIAL.

LONGFELLOW: *Evangeline*.

PARKER: *Seats of the Mighty*.

Trail of the Sword.

CRADDOCK: *Old Fort Loudon*.

See note, page 16.

Preliminary Remarks and Suggestions.

In our previous topics we have been concerned with the exploration and colonization of the New World. We have seen how Spain, England, France in a large way, and Portugal, Holland and Sweden in a very much smaller way, had explored and settled the New World. We have seen something of the characteristics of settlements in each case, and have given each of these important nations definite location in the New World. We have settled the Spanish in the south and southwestern parts of what is now the United States and also in Mexico, and parts of Central and South America. We have settled the French in the regions of the St. Lawrence, the Great Lakes and Mississippi region, and the English along the Atlantic seaboard, between Canada and Florida. Up to this time our history has been American history, that is, it has been concerned with the exploration and settlement of the Americas, while from now on we shall be more particularly concerned with North America alone, especially with that region which later becomes the United States of America.

In previous chapters we have shown how the English had settled along the Atlantic seaboard, building what we know as the "thirteen original colonies." In a very recent topic we have shown that during the same period in which the English were making their settlements, the French had been occupied in settling the region of the St. Lawrence, Great Lakes,

and Mississippi. In Topic VIII we are to see how, after a long duel between these two countries for the possession of North America, the French are finally overcome and England becomes the predominant power in North America.

We shall make a departure from the text in teaching this struggle. Our text has, for instance, devoted almost a third of the topic to the enumeration of a mass of useless, long forgotten facts regarding border raids, intercolonial wars, and the details of European treaties which settled them. It is undoubtedly well known and a part of our national tradition that a long struggle went on between France and England for the possession of North America; that this was in character frontier warfare, raids back and forth, desultory massacres and burning of settlements by French and Indians on one side, and English and Indians on the other. It is not necessary, however, to learn and remember the causes, details, treaties of peace and results of a number of intercolonial wars and records of innumerable frontier raids. The story of one raid across the border well told and fully illuminated by detail and description will typify what went on for almost three quarters of a century. Of course there is no objection to the mentioning of the intercolonial wars. They can be referred to, as can also the raids and attacks made back and forth by the English and French during this period. In fact, through the reference to these the class may be brought to realize that this struggle extended over a considerable period. What we do protest against is that children in this day and generation should be taught and forced to learn the details of the intercolonial wars of the French and English struggle. The greater part of our topic is concerned with the final struggle between France and England, the French and Indian War. This is rightly so, as it is undoubtedly true that what little of the details of the struggle between the French and English for North America the world still remembers is for the most part that of the final struggle which we call the French and Indian War.

This part of the struggle our text has reduced to a minimum, giving those battles only which are essential. There is one caution, however, to the teacher in using the text for this or for any of the wars later treated. While our author has made an advance over most texts in boiling down the wars to the essentials, it will be found on examination that in treating battles he gives only the barest facts. We hold that in teaching grammar school children wars and battles this is true; if the battle is worth teaching at all it must be taught in detail. It must not be mere generalization. It must be illuminated with explanation and detail. The thing must be made real to the child, and that can only be when sufficient data and explanation are added as will make it vital. In our detailed treatment which follows we shall indicate some of the devices which may be used.

We shall call our topic THE GREAT STRUGGLE OF FRANCE AND ENGLAND FOR NORTH AMERICA, and shall divide it into three lesson units, as follows:

- I. FRONTIER WARFARE BETWEEN THE FRENCH AND THE ENGLISH.
- II. WASHINGTON AND BRADDOCK.
- III. WOLFE AND QUEBEC.

The teacher may introduce the lesson by saying that we have seen how the English settled along the Atlantic seaboard, and how the French had occupied the interior valleys; that we are now to study about the long struggle between France and England for North America; that we are to see how, after their early settlements, both nations commenced to expand until they began to clash along the border; how this border warfare went on for almost a hundred years until finally they came together in a final great struggle called the French and Indian War, in which the English were successful and the French were practically driven out of North America. We are now ready for our first unit, which is—

I. Frontier Warfare Between the French and English.

As a necessary preliminary to this unit review briefly early English and French occupation of the New World. Use the map in the text on page 74 (or, better, put a copy of it on the board). Put on with different colors the land occupied by the French and English respectively. Put on the map crosses to denote the French "chain of forts," showing how the French had drawn a cordon of forts from the mouth of the St. Lawrence to the mouth of the Mississippi closing in the English. Bring out the fact in review that the French, being engaged in the fur trade, roamed widely, and that it was only a question of time till the two rival forces were to clash on the frontier.

Having recalled to the class in review the facts regarding the rival settlements, the teacher should get from them the fact that the struggle was inevitable. She should then tell the class that she is now about to tell them some stories to illustrate the sort of warfare which went on for almost a hundred years between the French and English in North America.

Having done this she should tell the story of one of the border raids. The Hannah Dustin story is a characteristic one, and brings out what we wish to teach.

With any of the following accounts as a basis, tell the story of Hannah Dustin:

- Ref. PRATT: *Later Colonial Period*, Vol. IV, pp. 29-38.
GUERBER: *Story of the Thirteen Colonies*, pp. 183-187.
MCMASTER: *Primary History of United States*, pp. 94-97.
PRATT: *Stories of Colonial Children*, pp. 121-129.
FISKE: *History of the United States*, section 70.

Bring out the suddenness of the attack, the wild Indian yell, the burning of the houses, the hurrying of the captives to Canada, what they did along the way. Call up what the class knows of Indian character and Indian warfare. Use the pictures which accompany nearly all of the accounts listed above. Bring out the fact that these raiding parties were made up of both French and Indians. Develop the idea that this attack about which they have learned in detail was a common occurrence during this period which they are now studying.

Have the class read pages 76 to 83 in the text. With this reading as a basis, the teacher should instance a number of other raids such as that one studied in detail. She should mention also the early colonial wars which

took place, keeping in mind, however, that children are not to learn and remember the details of these or the treaties which closed them. Show in the mention of these early struggles that it was not simply a period of French and Indians attacking English settlements, but that the English retaliated in kind.

Ask the class if they think this sort of warfare can go on forever, or whether they think it will be possible for these two rival countries, England and France, to hold territory as neighbors, especially when the ownership of most of it was disputed.

II. Washington and Braddock.

While our first lesson unit would be the most important if time were the vital element, as Unit I represents a long period of our struggle we shall give most of the emphasis in the treatment of our chapter to Units II and III, or to the end of the great struggle in the French and Indian War. Having in Unit I prepared the way for the death struggle in Units II and III we bring the long conflict to an end. In our Unit II we shall make Washington our central figure, and shall develop two stories—first, as to how he carried the message to the French; and, second, the Braddock episode.

Calling up Unit I in review, show on the map that the French had gradually spread, drawing nearer and nearer the English, until about the middle of the eighteenth century they began to occupy the Ohio Valley. Show the Ohio Valley on the map. Tell of its richness, and show by the map that when the French got to the southwestern region of what is now Pennsylvania they were getting very near English settlements, and were trespassing on land claimed by the colony of Virginia. With this as an introduction, tell the story of Washington's message to the French. Any of the following accounts will serve, as they are almost all identical as to content:

- Ref. HAPGOOD: *George Washington* (Ch. I gives an account of his early life and Ch. II gives a detailed account of his journey).
GUERBER: *Story of the Thirteen Colonies*, pp. 195-198.
COOKE: *Stories of the Old Dominion*, pp. 94-122.
BALDWIN: *Conquest of the Old Northwest*, pp. 69-78.
TAPPAN: *American Hero Stories*, pp. 117-125.
PARKMAN: *Conspiracy of Pontiac*, Vol. I, pp. 95-102.

The basis for the story is found in the text in paragraph 78. The references quoted, while bringing out these points as in the text paragraph, add the interesting details for a fine story. As an introduction to our story the class should know who Washington was. This will be review, as the class has had something of Washington's biography in the elementary course. Bring out the fact that this was his first public service, also that he was a young man. Why did the Governor of Virginia select him? The class should answer this from what they have learned of the well known characteristics of Washington developed when he was still a young man. In telling the story the teacher should use a map showing the route Washington took. Bring out the dangers of the journey. The basis for this

is well given in the references. The class should be able to help out in the detail. They should know, for instance, from what they have already learned, that it was a wild country; that Washington would have to be careful of treacherous Indians; that supplies on the road would be hard to get; that he would have often to cut his path and swim dangerous rivers; that with the French hostile as they were it might be unsafe to go even as a diplomat. If the class has not this knowledge basis the teacher will find it in the references quoted above.

Having completed the story of Washington warning the French, let the class read in the text paragraphs 79, 80, 81, 82. These, however, are not to be studied and learned. Then tell the class that England now decided to take up the war in earnest and sent over forces. Then proceed to tell the story of Braddock's defeat.

Paragraph 85 in our text is the barest outline of the event. As we have selected this as one of the stories to illustrate our period, it will be necessary to add to our text account the details essential to a good story. Use a map for this story. One will be found on page 84 of the text, which shows the places involved in the story and the route taken by Braddock.

The following accounts will furnish the basis for the story. They agree generally as to the facts, some, however, being fuller of details than others:

PRATT: *Later Colonial Period*, pp. 51-62.

BALDWIN: *Conquest of the Old Northwest*, pp. 85-91.

DRAKE: *Making of the Ohio Valley States*, pp. 48-74.

HART: *Camps and Firesides of the Revolution*, pp. 138-141.

COOKE: *Stories of the Old Dominion*, pp. 123-157.

Tell how the army was collected, bringing out the contrast between the colonial troops and Braddock's regulars. This contrast was in uniform, drills, military bearing, difference of experience.

Start the army on its march, showing the difficulties of the country and how they impeded rapid movement. Bring out the fact that it took a long time to go a short distance. How would this help the French and Indians? Pictures in Cooke, Baldwin, Drake, and Pratt will aid in this. Describe the ambush into which Braddock fell after his long, weary march. Bring out the futility of European military methods against Indian warfare. Make Washington a prominent figure. Show how he and his Virginia rangers saved the remnant of Braddock's army. Picture the method of Indian warfare. Show the confusion of the English forces. A fine idea is given of this in the Drake account, in which a Scotch soldier of Braddock's army gives his account of the surprise. Tell of Braddock's death and his regret on realizing too late that he ought to have followed the advice of those experienced in fighting Indians.

Should the teacher desire further material it will be found in the following references:

HAPGOOD: *George Washington*, Ch. IV.

SHELDON: *American History*, pp. 105-109.

PARKMAN: *Conspiracy of Pontiac*, Vol. I, pp. 107-115.

PARKMAN: *Montcalm and Wolfe*, Ch. VII.

III. Wolfe and Quebec.

In our previous unit we have seen how the French had been successful in the early part of the struggle. In our final unit we are to show how the English at last became the victors and finally won the supremacy in North America. Having finished Braddock's defeat, let the class read paragraphs 86, 87, 88. These paragraphs, however, are not to be studied nor their contents learned, nor should they be added to by the teacher. Tell the class that finally the tide turned and the English began to be successful. This they have already seen from the paragraphs mentioned above. Tell them that the English now turned their attention to Quebec and determined to capture it. Our text in paragraph 89 gives but a bare outline of the siege of Quebec, and so long as we have chosen this as one of our units to teach in the topic, it will be necessary for the teacher to add the detail necessary to make an interesting account of the last great struggle of the war. The teacher will find in the following accounts the details necessary for the treatment of the unit:

Ref. GORDY: *American Heroes and Leaders*, pp. 136-144.

PRATT: *Later Colonial Period*, pp. 73-88.

GUERBER: *Story of the Thirteen Colonies*, pp. 210-214.

PARKMAN: *Montcalm and Wolfe*, Ch. 27 and 28.

In the teaching of this lesson unit use an enlarged map of the region around Quebec. This should be sketched on the board by the teacher. There are two sorts of maps to be used in telling the story of a campaign of this sort, one a detailed or mass map on an enlarged scale of the region involved in the actual engagement, and a general map, so that the pupil may see the relation of the particular region to the rest of the country. A good mass map is shown in PARKMAN: *Montcalm and Wolfe*, p. 201. A good picture is shown in the Introductory Text, p. 183.

Call to the mind of the class in review that Quebec had always been a place of importance. Show how it was naturally fortified and why it would be a difficult place to capture. This can be done by description and by showing the picture referred to above. Other pictures of value will be found in BARNES: *Studies in American History*, p. 110, and MCMASTER: *Primary History*, p. 105.

Tell of Wolfe's fruitless efforts to storm the city. Bring out the fact that it was a long siege. Tell something of Wolfe's character as a man. Emphasize his determination to succeed. Show how he finally hit on the plan of scaling the Plains of Abraham. Describe in detail the plans for the final attempt. These are given in the accounts mentioned above. Make dramatic the struggle to gain the heights, the perilous climb, the men pulling themselves up by clinging to bushes and rocks. Bring out the daring hazard of the effort. Picture the surprise of the French on finding in the morning the English army drawn up and ready to do battle. Add to the interest of the story by emphasizing the importance of the battle, that here were two armies meeting in a death struggle to decide the ownership of an empire. Bring out the fierce onslaught of the French, the staunch bravery of the English. Make a dramatic climax of the final

victory of the English. Tell of the sad death of the generals Montcalm and Wolfe, one glad to die because the loss of the battle meant the end of his hope of a French empire in the New World, the other willing to die in peace because an empire had been won. Material for making a dramatic account may be found in HART: *Camps and Firesides of the Revolution*. In this we have an account of the battle in the words of a soldier who took part.

This concludes the work on the war side of the struggle. Do not go into the details of the treaty which ended the war, but show the class that this meant English supremacy in North America instead of French. Indicate on the map the territory belonging to England at the end of the French and Indian War.

To sum up, we are to get from this chapter some notion of the fact that England and France both colonized in North America; that they carried on a frontier warfare for a long time, which finally culminated in the French and Indian War, and that as a result of this war England became the dominant power in North America. Some idea should also be gained of the character of the frontier warfare carried on and the parts the Indians played. We have omitted the incident of the deportation of the Acadians, as that is taken care of by the Course in Literature.

We are to remember also the capture of Quebec and the names of Washington and Wolfe. Add Questions 80-87 of the cumulative review during the teaching of this topic.

TOPIC IX. LIFE IN THE COLONIES IN 1763.

(Based on Chapter IX of the Text.)

GENERAL READING FOR TEACHERS.

SPARKS: *Expansion of the American People*, Ch. III-V.

DOUB: *History of the United States*, pp. 107-187.

GENERAL READING FOR PUPILS.

Strange Stories of Colonial Days.

Colonial Stories Retold from St. Nicholas.

HART: *Colonial Children*, pp. 186-233.

HART: *Camps and Firesides of the Revolution*, pp. 1-69.

ILLUSTRATIVE MATERIAL.

EARLE: *Stage Coach and Tavern Days.*

Colonial Dames.

Customs and Fashions in New England.

HAWTHORNE: *Scarlet Letter.*

MADISON: *A Maid of Salem Towne.*

LANE AND HILL: *American History in Literature*, pp. 58-79.

See note, page 16.

Preliminary Remarks and Suggestions.

Chapter IX of the text is made up largely of generalizations concerning life in the colonies. The need of such a chapter in a text of American history is apparent at once. Hitherto our attention has been directed rather to the political phases of the founding and early development of the English colonies, with the social phase of colonial history merely incidental. In

this chapter we are concerned with the life of the people. The reasons for making a full topic of this chapter in our Course of Study become apparent at once when we remember the important place which "The Colonial Period" has in our common culture and traditions. The expressions "he lived in Colonial New England," or "he was a Virginia planter of the Colonial Period," have a very definite significance. They call up a fund of associations, based not merely on hard and fast facts, such as dates of founding colonies, whether the colony was charter, royal or proprietary, and the year in which it lost its charter, but based on numerous incidents, stories, pictures, and details which give the life of the people and the character of the times. This is a chapter which should for the most part be thoroughly discussed. It should also be illuminated by additional details and material. In arranging this topic into lesson units we shall usually follow the text. We shall, however, diverge slightly by adding to the paragraphs on Occupations in the New England and Southern Colonies something further of the social life and customs of the people.

Our author in the first part of the chapter shows us something of the life in the colonies through contrast. In treating the early part of the chapter the teacher will find the text furnishes ample material for a contrast between Colonial life and the life of to-day. This contrast should be heightened, not so much by the addition of further material as by a thorough discussion of the material given in the text. We shall divide our topic into seven lesson units, as follows:

- I. LIFE IN THE COLONIES CONTRASTED WITH LIFE TO-DAY. (Based on text paragraphs 91 and 92.)
- II. SLAVERY AND WHITE SERVITUDE. (Based on text paragraphs 93 and 94.)
- III. MANUFACTURES AND CITIES. (Based on text paragraphs 95 and 96.)
- IV. LIFE AND OCCUPATIONS IN NEW ENGLAND. (Based on paragraph 98.)
- V. LIFE AND OCCUPATIONS IN THE MIDDLE COLONIES. (Based on text paragraph 99.)
- VI. LIFE AND OCCUPATIONS IN THE SOUTHERN COLONIES. (Based on paragraph 100.)
- VII. GOVERNMENT OF THE COLONIES. (Based on text paragraphs 101-104.)

In teaching these units the teacher should constantly call to mind and make use of those facts of Colonial life which the pupil has acquired in studying the founding of the individual colonies. Our topic is in a way a summarizing of the Colonial Period, a putting together of those facts which had to do with the life of the people during the period.

In teaching the chapter, especially the part in which the contrast of Colonial with modern life is brought out, some attempt should be made to show the pupil the relative recentness of these conditions; that it was only a short time ago, relatively, that these conditions existed. We shall do this for the purpose of making more striking the progress which has been made between then and to-day. By this means also the contrast becomes stronger. As a result of the study of this chapter there should be not only an appreciation of what Colonial life was like, but also an appreciation of its crudeness and simplicity as contrasted with the complex life of to-day. A healthy attitude of admiration for the marvelous progress made should also be a goal in the teaching of the chapter.

The teacher may introduce the lesson by saying that we have seen how the English had founded colonies along the Atlantic seaboard, and that we are now to find out something of the life of the people during the period in which these colonies were growing up and developing. We are now ready for Lesson Unit I.

I. Life in the Colonies Contrasted With Life To-day.

This unit will be based on paragraphs 91 and 92 of the text. Our text in these two paragraphs has drawn a forcible and easily understood contrast between the life of Colonial times and life to-day. The contrast is to be heightened and made clear by a discussion of the two paragraphs by the class, with explanation and illumination by the teacher. Have the class read and study the two paragraphs carefully. Bring out by discussion the first point of contrast, which is in number of people. Our author has made a forcible statement of it in saying that the total Colonial population would not be as great as the population of one of our large cities of to-day. Add these statistics, putting them on the board, 1,800,000 in 1763 as contrasted with nearly 80,000,000 to-day. Bring out the fact that of the 1,800,000, one sixth, or one person in six, was a negro.

The rest of our paragraph is taken up with an enumeration of articles which were unknown in 1763, but which are now an integral part of our life. Discuss the most important of these articles briefly, showing what they have come to mean to our life. For instance, what would we do if we had to give up the sewing machine? Or, what would be the effect on business and industry if the telephone and telegraph were taken away from us? By discussing what all these enumerated things mean to life to-day we show how complex is our modern life as contrasted with life in the colonies.

In paragraph 92 we have a further contrast, bringing out the fact that those appliances which they did have would be very crude to-day. For instance, the printing press is taken as an example. Describe the getting out of a modern Sunday edition of a city paper, showing the complexity of the proposition as compared with the press and paper of Franklin's day.

Contrast the postal service, showing by concrete illustrations the advantage of the new service over the old in quickness, safety, and cheapness. In paragraph 92 we find enumerated a number of occupations which did not exist in Colonial times. Discuss these briefly, showing that the marvelous development in business and industry has given rise to new occupations; that expansion along these lines has led to a further and further division of labor. For example, in Colonial times, with a small store and a small business the owner or his clerk looked out for the accounts, whereas in a modern complex business with a large plant and a large force of clerks, one or more people must give all their attention to the book-keeping phase of the business.

II. Slavery and White Servitude.

Refer to the early introduction of slaves into the colonies, and tell something of the slave trade. Tell the class that slavery was for some

time general in the colonies, but gradually came to be limited to the Southern and a few of the Middle colonies. Describe the different uses of the slave, viz., as a house servant, on the tobacco plantations, and in the rice fields farther south. Show from the advertisements in the old Colonial newspaper, as shown on page 96 in the text, that dealing in negroes was an everyday occurrence. Besides describing negro slavery, bring out the fact that a great many white people were held practically as slaves; that is, they were bound for a term of years. Explain the terms "redemptioners," "bond-servants," and "indentured servants." Remind the class that it is only a little over a hundred years since white people were practically held as slaves. Ask them what we would think about it to-day? Besides paragraphs 93 and 94 in the text, the teacher will find the following references of value:

FISKE: *Old Virginia and the Neighbors*, Vol. II, pp. 174-203.

EGGLESTON: *History of United States*, pp. 104-107.

HART: *Essentials in American History*, pp. 99-100.

MONTGOMERY: *Students' American History*, pp. 161-162.

THWAITES: *Colonies*, pp. 98-100.

HART: *Source Book*, pp. 92-95.

III. Manufactures and Cities.

As regards manufactures we find again a marked contrast between the colonies and the United States of to-day. The idea of homemade goods is an important one as regards the Colonial Period. This feature of the life of the times is an important one in our conception of the Colonial Period. The mere mention of the period calls to our minds spinning wheels and homespun, crude household utensils and other articles made at home by hand. Contrast the present conditions of our complex life, where almost everything used is bought, with the simple life of the colonists where nearly everything which was used was made at home. Bring out the fact that the men and boys with their jackknives and rude tools made by hand all the implements used on the small farms, viz., hay forks, ox bows, flails, scythe handles, brooms, shoe pegs, and butter paddles. Tell something of the part women had in the homemade manufactures; how they made candles and soap; how they broke and spun the flax, wove and bleached the linen and made it into cloth. Material in abundance for descriptions of homemade manufacturing will be found in EARLE: *Home Life in Colonial Days*. The pictures alone will furnish material, but full explanations of the pictures are to be had by reading parts of the book. Should this book not be available, the following pictures and material will prove serviceable to the teacher:

Ref. McMASTER: *Primary History of United States*, pictures on pages 64-72 and material on pages 68, 69, 70. See pictures on pages 98-99 in the text.

EGGLESTON: *History of the United States and Its People*. Page 100 shows a crude homemade Colonial plow.

Introductory History (State Text), pictures between pages 139-149 and material on pages 143-144.

Take up cities in connection with this topic. Locate on the map the list of principal cities as given in text paragraph 96. Show the class by

discussion that a city of that time would not be classed as a city to-day. Tell the class that San Francisco would contain all the cities mentioned in paragraph 96, and that all the people, black and white, in the colonies, whether in city or country, would only be half as many people as there are in New York City to-day. Tell the class that a far larger part of the total population to-day lives in cities than did in the times before the Revolutionary War. Contrast briefly a city of to-day with a city of Colonial times. On the one hand, a few stores, small buildings, streets usually unpaved, unlighted, and unsewered, as contrasted with the large factories, street cars, skyscrapers, well lighted, well paved and sewered streets of a modern city. Our cathedrals as contrasted with their churches, stores with elaborate displays, contrasted with their meagre shops. Contrast, for instance, a busy day on Broadway with a street in old New York. This contrast between a city of Colonial times and a modern city can be carried to a considerable length. The teacher will have to depend somewhat on her own imagination and resources for working up this unit, as reference material is somewhat scrappy and hard to find. The following may prove to be of some value:

MOORE: *From Colony to Commonwealth*, pp. 9-20.

HART: *Source Book of American History*, pp. 115-119.

IV. Life and Occupations in New England.

In this lesson unit we shall supplement text paragraph 98, which deals only with the subject of occupations in New England. It will be granted at once that any adequate course in United States history must give some idea of the Colonial life in New England. This has been done to a certain extent in the chapter on the "Planting of New England." As we suggested there, it should be an important aim of the teaching of this period to give an adequate idea and a full appreciation of life during the period. New England is one of the few centers around which cluster many national memories and traditions. This knowledge concerning certain places, men, and events, and especially concerning certain phases of the life of the people, is not confined to people whose interests and reading turn to history, but has come to be a part of the race culture and tradition. Boston, for instance, has held a certain place in our national traditions. The average person knows at once what is meant when a person is described as being "a regular Puritan," or were a new law said to be as strict as the "blue laws," the allusion takes us back to the austerity of New England life. We shall leave the discussion of Occupations, based on paragraph 98 of the text, until the end of our unit, and shall supplement the unit teaching with something of the religious and social life in Colonial New England.

Religion.—We shall first take up the question of the church and religious life because it is the most important phase of New England Colonial life and gives the clew to an appreciation of their social and political life. Just as a view of the life, which did not recognize the importance of the church and religion as factors in the life of the people would be inadequate from the standpoint of the historian, so would it fall short of the popular notion of the life of the times.

Bring up in review the fact that New England was settled chiefly for religious reasons. What would be apt to be the character of a people who would give up old homes and old traditions, put up with terrible physical inconveniences in order to found struggling commonwealths where they might carry out their own ideas of religious belief and form of worship? This information can be gained from the class by review discussion. Would such a people be apt to make religion a Sunday business or would the church and their religious life be apt to project themselves into their social and political life? Show that it was true that religion was of great importance in the everyday life of the people. Show this by developing the following points: (1) The minister was the most important man in the community; (2) church and state were practically one—that is, the town meeting and church congregation were one and the same; (3) individuals were forced to conform in their everyday lives to the rules of the church; (4) people who did not agree religiously were sometimes driven out, as in the case of Roger Williams and others; (5) right to participate in government limited usually to church members; (6) this strong religious phase of character carried itself over into their bearing and mien during the week. All this has tended to give us a notion that the life and character of the people was peculiarly austere. Describe a Sunday in Puritan New England. With the following material as a basis pass an imaginary Sunday with the Puritans.

- Ref. EARLE: *Home Life in Colonial Days*, pp. 364-387.
 HART: *Colonial Children*, Vol. I, pp. 194-196.
 HART: *Essentials in American History*, pp. 96-97.
 FISHER: *Colonial Era*, pp. 171-173.
Introductory History (State Text), pp. 140-141.
 EARLE: *Child Life in Colonial Days*, pp. 241-247.

Tell of the tithing man, of the long tiresome services, the high backed pews with hard seats, the long sermons and prayers. In connection with religious life, tell of the witchcraft incident. Show the connection of this with the stern religious views of the people. The following material on witchcraft will prove of value:

- EGGLESTON: *History of United States and Its People*, pp. 111-112.
 FISHER: *Colonial Era*, pp. 220-222.
 HART: *Essentials in American History*, pp. 97-98.

A story called *A Maid of Salem Towne* may be found in some libraries, and is an interesting tale of the period of the witchcraft delusion. While this will complete the formal study of the religious life, the influence of religious ideas on the whole life of the people must be constantly kept before the class in the study of the other phases of the life of the people.

In treating of the home life in Colonial New England we shall depend very much on available pictures and the discussion of the same. EARLE: *Home Life in Colonial Days* and *Child Life in Colonial Days* furnish splendid pictures which may be used on this topic. *Life in Puritan New England* and *Stage Coach and Tavern Days* by the same author will be found valuable. However, we can not make the intensive study of the

period which she makes, and the teacher will have to be limited to the treatment of the best known characteristics of the life.

Treat first of the houses of the colonists. Bring out the fact that the earlier log cabins were being replaced by better houses, and that in the cities there were even coming to be rather pretentious homes. EARLE: *Home Life in Colonial Days* gives a number of pictures showing different types of houses from the log cabin to the Colonial mansions. The following references will give pictures, which will also be of benefit:

McMASTER: *Primary History of the United States*, pp. 66, 68, 79, 80.

Introductory History (State Text), pp. 90, 150, 170.

HART: *Essentials in American History*, pp. 92, 143, 171.

EGGLESTON: *History of United States and Its People*, pp. 91, 127.

BARNES: *Studies in American History*, pp. 126, 127, 128.

Our text pages 100, 101 and 102 show pictures of Colonial mansions and homes. In the same references as given above will be found pictures of the inside of these Colonial homes. The large open fireplace, the pots hanging on the cranes, the spinning wheel near at hand, are all a part of our common appreciation of the period. We have already indicated in the previous unit on manufactures something of the occupations which made up the home life. Mention the fact that while Puritan New England frowned on the theater, dancing, and card playing, they permitted such simple amusements as husking bees, apple parings, house and barn raisings, and quilting bees.

Using text paragraph 98 as a basis, tell something of the New England occupations. Contrast the small farms of the New Englanders with the large plantations of the South. Bring out the fact that New England early developed such industries as fishing and lumbering, and turned its attention largely to commerce. Lay emphasis on the thrifty side of the New England character, as that is an important feature of our common appreciation of it. The following references will offer additional material on Occupations in New England:

SHELDON: *Studies in American History*, pp. 127-130.

EGGLESTON: *A History of the United States and Its People*, pp. 98-103.

HART: *Essentials in American History*, pp. 101-105.

MONTGOMERY: *Students' American History*, pp. 162-165.

The following additional material will also be found of value to the teacher in developing the unit of New England life: BACON: *Historic Pilgrimages in New England*, will furnish a number of good pictures; FASSETT: *Colonial Life in New Hampshire*, Chapter III, furnishes material on the customs of the people during Colonial times. Also *Colonial Stories Retold from St. Nicholas*. All of these stories will furnish good supplementary reading on Colonial life, most of them dealing with New England, the one called *Little Puritans* being especially good. In HART'S: *Source Reader*, No. 1, *Colonial Children*, pp. 152-155, will be found an article on Puritan Amusements; also pp. 192-194. Hawthorne's novel, *The Scarlet Letter*, will be of value to the teacher in giving the spirit of Puritan New England.

V. Life and Occupations in the Middle Colonies.

We shall not make the detailed study of life in the Middle Colonies which we have made for Colonial New England; first, because while the people were different the conditions of life were much the same; and, second, because there is not in our race culture as well developed an appreciation of Colonial life in the Middle Colonies as there is in the case of life in Puritan New England. We have already in a previous chapter given some attention to life in Dutch New York as well as in the Quaker colony, Pennsylvania. We shall content ourselves, therefore, at this time with a slightly extended review of what was given there and a discussion of the material given in paragraph 99 of the text. Have the class study carefully paragraph 99 of the text. This paragraph brings out the fact that the Middle Colonies were much more cosmopolitan than was New England. Discuss this fact, bringing out the idea that such a condition would not be favorable to the uniformity of religious, social, and political life which we found in Puritan New England. Our paragraph 99 brings out the fact that farming, lumbering, fur trading, and commerce were important industries. Mention the fact that the Middle colonists were not, as a rule, so austere and strict in their views and in their life as were the Puritans.

Review briefly that portion of Chapter V which deals with life in the Middle Colonies, adding the following references which will be of value in giving some further idea of the life of the people:

Ref. THWAITES: *Colonies*, Ch. X.

Introductory History (State Text), pp. 145-148.

SHELDON: *Studies in American History*, pp. 126-7.

McMASTER: *Primary History of the United States*, pp. 72-82.

Colonial Stories Retold, pp. 101-121, gives an account of old Dutch times in New York.

HART: *Source Reader*, No. 1, *Colonial Children*, pp. 159-162, 210-214.

VI. Life and Occupations in the Southern Colonies.

As in the case of Puritan New England so in the case of the Southern Colonies an appreciation of the life and society has become a part of our race heritage. Plantation life has a very definite place in our common traditions and appreciations. The negro and his story, which is an integral part of our conception of Southern life, has as definite a place in our American history as has the American Indian. Our text in paragraph 100 gives us some discussion of the occupations of the Southern Colonies, and we shall augment this with a treatment of plantation life. Undoubtedly the most vital part of our common appreciation of Southern Colonial life is the plantation and its life. It has been kept up through story, song, and tradition.

In the first place sketch briefly the physical characteristics of the Atlantic coast states from Virginia and Maryland south. Recall the founding of the Southern Colonies, bringing out in review the fact that the Southern Colonies had from the first been given over largely to agriculture. Refer to the important Southern products tobacco, rice, and indigo. Bring up in review the fact that slavery had been early introduced and had steadily grown. Recall what has already been taught earlier in the chapter regard-

ing slavery, bringing out the fact that slavery was general in the South and was profitable because of the wide extent of agriculture. Tell how the farming of tobacco and rice had led to the growth of large plantations. Contrast this with the fact of small farms in New England. Contrast, also, the fact that the most of the population was rural, towns being very few as compared with the numerous towns of the New England and Middle Colonies. We are now ready for our study of plantation life. The teacher will find the following a good basis for a description of plantation life:

FISKE: *Old Virginia*, Ch. XIV, especially pp. 220 to 243.

THWAITES: *Colonies*, Ch. V.

HART: *Source Reader*, No. 1, *Colonial Children*, pp. 149-152, 157-159.

With this material as a basis, tell of the life on the plantation. Describe the house and its interior. In EARLE: *Home Life in Colonial Days*, pictures are given of Southern mansions as well as the negro quarters. Describe the negroes working in the fields. Tell of the ship which comes to the warehouse of the plantation. Tell how the tobacco is put on board and tell what the ship brings from England to the plantation. A traveler stops at the plantation over night. Tell how he is treated and how he gives his host the news from the outside world. Southern hospitality is proverbial and should be emphasized at this point. Bring out the fact that while the plantation imported manufactured articles that it was otherwise complete unto itself; that is, that so far as food supplies were concerned everything was raised on the plantation.

Tell of the negro quarters and the life of the slaves, of their songs and other amusements. Besides the references given above the teacher will find a very helpful account of life on the plantation in Colonial Virginia in WINSTON CHURCHILL'S *Richard Carvel*. We have already discussed under plantation life what is given in paragraph 100 of the text. Have the class read and discuss paragraph 100.

VII. Government in the Colonies.

While we shall not make any effort to go into an intensive study of government in the colonies, we shall at least give some notion regarding the manner in which the colonies were governed. There are certain terms which we shall also wish to define and explain, as they are terms which are a part of our national traditions. In the first place, while we shall not make a table of the colonies, classifying each one of them, and causing pupils to learn and remember this classification, as well as the changes through which some of the colonies passed, we shall explain and discuss the fact that there were differences in the colonies as regards the manner in which they were founded and the way in which they were governed. We shall base our teaching of this unit on text paragraphs 101-104. These paragraphs furnish nearly all the facts we care to teach regarding government in the colonies and they are simply to be discussed with the class, the teacher adding additional information where necessary and explaining statements in the text which are not clear. Have the class read and study the above mentioned paragraphs as a preparation for the lesson.

We shall keep in mind in the teaching of our unit that it is partially review. We have already discussed in a way the government of the different colonies when we treated their founding. Call up in review the charter colonies. Discuss the term charter. Show what is meant by the term in reference to a colony. Does it have the same meaning to-day? Is a city charter or the charter of a society or lodge a document of the same general character as a Colonial charter? Show that just as a charter of a city or the charter of a lodge establishes it and gives it a right to do certain things, such, for instance, as to make laws or rules, so the charter from the King established a colony, usually conferred on it land, and gave it the right to rule and make laws for the colony, with certain restrictions. Bring out the fact that a charter colony would be more independent than a royal colony. That they could always refer the King and the mother country to their charter, and that it thus became their safeguard.

While the term proprietor and proprietary have not become common terms in our life, that is, with their ancient meaning, still the proprietor and his colony has continued to be a tradition in our race. Call up Penn and his colony in review, bringing out the fact that in his case the King had conferred the land and the right to rule over it on one individual instead of on a company or number of people. Explain what the royal colonies were, bringing out the fact that these were more directly under the rule of the King. Teach the fact that in all the colonies there was a legislature or assembly elected by the people and by which the people were represented. Explain *representation*. This is an idea which is fundamental in our American life and must be understood. We have already touched on this in regard to the early history of the Virginia Colony. Show that it would be impossible for all the people to meet together in a country like ours for making laws and deciding on the best interests of the country, and that we therefore select certain men to represent us and do these things for us. Make this concrete by showing that, for instance, in towns and cities we elect councilmen and in San Francisco supervisors to represent us and carry out our wishes; that we send men to Sacramento to represent us and make laws for the State; that we send men to Washington to represent us there and to make laws for the United States. That even in the early colonies there were assemblies where representatives of the people met together to make laws. In connection with the discussion of town and city representatives, as given above, refer to the old town meeting of New England, where the freeholders of the town met together and everybody had their say, and things were not left to representatives. Show that this would be impossible in large cities and large political units. Show that town meetings were impossible in the Southern Colonies, where the population was scattered, and that we there had representative government from the beginning. Contrast the liberality of the suffrage to-day with its limitations in Colonial times, bringing out the property and religious limitations.

Text paragraphs 102-104 may be discussed, but their details are not to be remembered. While, for instance, we ought to discuss paragraph 104 and get from it the fact that the colonies were limited by Acts of Trade, it is

not necessary for the pupil to remember the specific contents of the different acts as outlined there.

The following general references will be found to contain material on Colonial Life. Parts of some of the following have been quoted above:

HART: *Essentials in American History*, pp. 91-105.

MONTGOMERY: *Students' American History*, pp. 156-176.

THWAITES: *Colonies*, Ch. V, VIII, X, XIV.

FISHER: *Colonial Era*, pp. 165-176, 252-254.

Introductory History (State Text), pp. 139-148 and 168-172.

McMASTER: *Primary History of the United States*, Ch. VII-IX.

Add Questions 88-99 of the cumulative review during the teaching of this topic, keeping up in review Questions 1-88.

TOPIC X. TROUBLE OVER TAXATION.

(Based on Chapter X of the Text.)

GENERAL READING FOR TEACHERS.

SPARKS: *Men Who Made the Nation*, pp. 1-78.

BROOKS: *Historic Americans*, Ch. III, V-VII.

GENERAL READING FOR CHILDREN.

MOORE: *From Colony to Commonwealth*, pp. 1-67.

HART: *Camps and Firesides of the Revolution*, pp. 153-183.

TAPPAN: *American Hero Stories*, pp. 143-157.

BLAISDELL AND BALL: *Short Stories from American History*, pp. 51-57.

COOKE: *Stories of the Old Dominion*, pp. 140-204.

GORDY: *American Heroes and Leaders*, Ch. XII-XIV.

See note, page 16.

Preliminary Remarks and Suggestions.

In Topic X we shall deal with the period between the French and Indian War and the Revolutionary War, a period during which trouble arose between the mother country and her colonies, and which finally culminated in the Revolutionary War and the winning of independence.

It is customary oftentimes in our schools in studying the Revolutionary Period to go very extensively into the causes of the Revolutionary War. Children are oftentimes caused to learn and remember ten or a dozen causes. We find such questions as these: What were the Five Intolerable Acts? What was the Declaratory Act? What was the Sugar Act? Or pupils are asked to give the dates of the Stamp-act Congress and the First Continental Congress. As a matter of fact, the country has long ago forgotten much of this lore which we still tenaciously attempt to keep alive through the medium of the schools. Children give their efforts to learning specifically material of this sort only to forget it when they leave school. They forget it because they never have any occasion to use it. They do perhaps get one benefit from it. They carry away, even after forgetting the details on which they have been carefully drilled, a general notion that our country had trouble with England which finally resulted in the separation of the two countries. But shall we cause children to hunt through a bushel of chaff to find perchance one sound kernel of grain which may be concealed there? They would have gotten the general notion without

ever having gone inside of a schoolroom. Why then shall they pass through the heartbreaking task of learning and remembering Intolerable Acts, causes, dates, and results of innumerable congresses in order to arrive at a knowledge of the fact that the colonies separated from the mother country? Granting that our general notion was one which it is necessary and valuable to have, we have not been satisfied with giving it in the clearest and shortest way possible because we have deceived ourselves with the idea that not only the general notion was of value, but that specific knowledge regarding Intolerable Acts, Boston Massacre and Continental Congresses was also of great value.

As a matter of fact the child goes out into a world which has long since forgotten the details of the causes of the Revolutionary War. The world has all it can do now to think out plans for restraining the Intolerable Acts of large corporations without worrying about the problems our forefathers long ago solved. We do not mean by all this, however, that we are not to make a lesson out of our chapter or to teach anything of the causes of our war for liberty. There is undoubtedly deep buried in our race traditions a strong notion of how it was we became an independent nation. What we do mean is that our traditions regarding the causes of the Revolutionary War consist rather of one such general phrase as "taxation without representation is tyranny," the reason for the discontent of our forefathers, rather than of a number of detailed specific causes.

We shall center our treatment of the chapter very largely around the idea that a strong feeling of discontent, finally resulting in the separation of the colonies from the mother country, was brought about because our forefathers believed that "taxation without representation is tyranny." This may not be the real cause; it may be a very unscientific treatment of the subject; it may, as has been said, have been the occasion rather than the cause. However, we shall teach it, and shall make it the central theme in our story of the causes of the Revolution, because it has kept its place in our national traditions, while the other immediate causes have been forgotten except by historians, specialists in history, and school teachers.

The term has lived and the notion that "taxation without representation" was the chief cause of the War for Independence has lived. One hears it in Fourth of July orations, in patriotic speeches, and in campaign oratory. We find constant reference to the idea in articles and editorials regarding our Colonial possessions, especially when such a subject as free trade for the Philippines is being discussed. We shall make this, therefore, the central idea of our lesson, keeping in mind that it is our purpose in teaching the chapter to bring out some notion of the discontent which grew up in the colonies after the French and Indian War, brought on largely through the efforts of the home country to tax the colonies.

We shall call our topic TROUBLE OVER TAXATION, and shall divide it into two lesson units:

- I. THE STAMP ACT AND ITS RESULT.
- II. THE TEA TAX AND WHAT CAME OF IT.

The teacher may introduce the topic by saying that shortly after the French and Indian War was ended and it had been decided that England and not France was to be the great power in North America, England decided to tax the colonies, and that we are now to see how these taxes caused such serious discontent that they finally brought on the Revolutionary War, which resulted in the separation of the colonies from the mother country. We are now ready for Unit I:

I. The Stamp Act and Its Result.

Call up again in review the results of the French and Indian War. These results as well as the part the colonists took in the war should be gotten from the class by review questions. Refer to the last chapter, bringing out briefly in review the progress which had been made by the colonies. Recall the fact brought out in the previous chapter that the colonies had been left hitherto very much to themselves; that they had for the most part been self-governing; that they had prospered and had developed a strong feeling of independence. The foregoing may, if desired, be brought out by the discussion of this thought question, Why would the colonists be apt to resent too pronounced interference in their affairs? Text paragraphs 105 to 110 may be read by the pupils, but are not to be learned, nor need any time be taken up in the discussion of them. Tell the class that England decided to send troops to America, and that she also decided that the colonies must stand part of the expense of supporting the troops. That she also decided to raise this money in the colonies by means of a Stamp Tax. Paragraph 110 and footnote 2 in the text furnishes ample material for a discussion of what the Stamp Act was. The following will also furnish material on this point:

MONTGOMERY: *Students' American History*, p. 182.

SHELDON: *Studies in American History*, pp. 134-138.

GUERBER: *Story of the Thirteen Colonies*, pp. 218-220.

Having told what the Stamp Act was, we shall next proceed to bring out the discontent and rebellion which arose in the colonies because of its passage. Have the class read paragraph 111, which deals with the Virginia Resolutions, for which Patrick Henry was largely responsible. Tell briefly of Patrick Henry and his speech before the Houses of Burgesses in Virginia, quoting his still remembered phrase, "Give me liberty or give me death!" A brief account of the incident, together with a picture of it, is given in GUERBER: *Story of the Thirteen Colonies*, pp. 220-223. The following material will furnish further detail for our Patrick Henry incident:

GORDY: *American Leaders and Heroes*, pp. 146-154.

COOKE: *Stories of the Old Dominion*, pp. 158-179.

BROOKS: *Historic Americans*, pp. 73-85.

Refer to the calling of the Stamp-act Congress, and tell briefly that it was made up of delegates from the different colonies called together to discuss the Stamp Act. Have the class read paragraphs 113, 114, 115, and take up with them the discussion of the Declaration of Rights and Grievances which the Stamp-act Congress drew up. Do not make any

attempt to have the class learn and remember these, except the one grievance "taxation without representation is tyranny," and this should be fully discussed. Pupils must understand the meaning of this phrase, else our treatment of the chapter will be of no avail. What is meant by taxation should be developed. What is taxation? What is a tax? Why do we have taxes? Why was the Stamp Act a tax? Representation should also be thoroughly explained. Refer in review to what was said in the last chapter regarding the idea of representation. Show how this expression became one of the battle cries of the colonists. Have the class read paragraphs 116 and 117, and with these as a basis discuss the riots and trouble which grew up out of the attempts to enforce the Stamp Act. MOORE: *From Colony to Commonwealth*, pp. 26-38, gives an account of the work of a mob in Boston, one of the hotbeds of rebellion. Tell how these demonstrations, combined with the non-importation of English goods by the colonists, caused England to abandon and repeal the Stamp Act.

II. The Tea Tax and What Came of It.

In this lesson unit we again develop an attempt on the part of England to tax the colonies, resulting again in a strong upholding of the doctrine, "taxation without representation is tyranny." Have the class read text paragraphs 120 and 121, but the only fact which need be learned from them is that George III again attempted to tax the colonists and put duties on certain goods, including tea.

Have the class read paragraph 122 carefully, and discuss with them the trouble which followed the new attempt to tax the colonies. Tell of the Boston Massacre as a type of the mob riot which was characteristic of the discontent of the period. This is done to bring out the spirit of the times, and not because the incident is either important or well known. MOORE: *From Colony to Commonwealth*, pp. 39-54. With paragraph 123 of the text as a basis, tell of the attempt to get the colonies to pay the tax on tea. Tell briefly of the Boston Tea Party. A good account is given in MOORE: *From Colony to Commonwealth*, pp. 55-66, and in GUERBER: *Story of the Thirteen Colonies*, pp. 224-228.

Omit paragraphs 125 to 128 in the text. Simply tell the class that in order to punish Boston the harbor was closed, that the other colonies sympathized with Boston, and a Congress, known as the First Continental Congress, was called. In summarizing the lesson, bring out the main idea for which we have been working, that is, that the chief cause of the Revolutionary War was the fact that England decided to tax the colonies, that the colonies replied that "Taxation without representation is tyranny," and that a period of discontent and discord followed, which finally resulted in the breaking out of the Revolutionary War. On the side of attitude there is something to be done with this pre-revolutionary period. Our nation has held strongly in the past, and still holds to a certain degree, a feeling of pride in the stand taken by our forefathers. While there are overt acts of this period, mob riots and violence which do us no national credit, there is running through the whole pre-revolutionary period a spirit

of standing for a principle, and our national traditions and attitudes have preserved a strong feeling of admiration for this spirit of our forefathers. Develop through discussion an attitude of admiration for the fathers in standing firm for what they thought to be right. Bring out the fact that they could not be bought off; that they were willing to do without luxuries, to use homespun and simple foods, to lose trade rather than to accept what their conscience told them was injustice. Teachers need not go out of their way to preserve attitudes of admiration for the riots and lawlessness of the period.

Add Questions 100-105 of the cumulative review during the teaching of the topic.

TOPIC XI. THE STRUGGLE FOR INDEPENDENCE.

(Based on Chapter XI of the Text.)

GENERAL READING FOR TEACHERS.

SPARKS: *Men Who Made the Nation*, pp. 72-118, 181-217.

HAPGOOD: *George Washington*.

Paul Jones.

ELSON: *Sidelights on American History*, Vol. I, Ch. I.

GENERAL READING FOR PUPILS.

McMURRY: *Pioneers on Land and Sea*, Ch. XI.

BROOKS: *The Century Book of the American Revolution*.

TAPPAN: *American Hero Stories*, pp. 143-200.

MOORE: *From Colony to Commonwealth*, pp. 55-67, 115-132.

MOWRY: *American Heroes and Heroism*, pp. 24-28, 57-65.

Autobiography of Benjamin Franklin.

BURTON: *Lafayette, the Friend of American Liberty*.

McMURRY: *Pioneers of the Mississippi Valley*, Ch. VIII.

ROOSEVELT AND LODGE: *Hero Tales from American History*, pp. 1-15, 31-41.

HART: *Camps and Firesides of the Revolution*, pp. 183-309.

SCUDDER: *George Washington*.

COOKE: *Stories of the Old Dominion*, pp. 158-337.

Revolutionary Stories Retold from St. Nicholas.

Strange Stories of the Revolution.

GORDY: *American Leaders and Heroes*, Ch. XV-XVII.

BALDWIN: *Conquest of the Old Northwest*, pp. 150-178.

TOMLINSON: *The War for Independence*.

BROOKS: *Historic Americans*, Ch. II, IV, VIII, X.

WRIGHT: *Children's Stories of American Progress*, Ch. I.

ILLUSTRATIVE MATERIAL.

CHURCHILL: *Richard Carvel*.

MITCHELL: *Hugh Wynne*.

CHURCHILL: *The Crossing*.

FORD: *Janice Meredith*.

THOMPSON: *Alice of Old Vincennes*.

LONGFELLOW: *Paul Revere's Ride*.

LOWELL: *Concord Ode*.

LANE AND HILL: *American History in Literature*, pp. 80-103.

PICTURES.

Bunker Hill Monument.

Liberty Bell.

Independence Hall.

Washington Crossing the Delaware.

Signing of the Declaration of Independence.

See note, page 16.

Preliminary Remarks and Suggestions.

Chapter XI of the text deals with the period of the Revolutionary War. This was the period in which our country was born, and as a matter of course there is tendency on the part of the race to hold permanently in its race culture many memories and traditions of the period. It is a period around which cluster many of our strongest national traditions and feeling. Besides this, the fact that the period represents certain political ideas which have played an important part in our national history, such, for instance, as those of liberty and equality, has caused us to hold and preserve in our national traditions a strong feeling of reverence for the period. We not only remember George Washington and Bunker Hill, but we remember the Liberty Bell and "Proclaim liberty throughout the land to all the inhabitants thereof." The period not only calls to mind Valley Forge, Nathan Hale and Benedict Arnold, it calls also the Fourth of July and "When in the course of human events."

It becomes patent at once, therefore, that our Revolutionary Period is one that has a strong place in our national memories, and therefore should have an important place in our history course for the grammar school. While we shall grant, therefore, that the period shall form an important part of our course, it does not follow that it should necessarily be taught in all the detail with which it is sometimes taught. While the race holds the period firmly in remembrance, it has also eliminated much of its detail. The traditions of the race have selected certain men and certain events, and held them firmly, while many of the men and events of the period have not been preserved in the traditions of the race.

This means that in our treatment of the chapter we shall select for treatment those men and events which our national culture has preserved, that we shall eliminate that material which is of interest only to the historian and specialist in history. For instance, from the standpoint of the historian the Conway Cabal might be of far more importance than Paul Revere's ride. The historian gives the cabal a paragraph and Paul Revere a line. The average man of intelligence, busy with the affairs of life, finds, however, that a decent respect to world culture demands that he know the Paul Revere episode, whereas he is not called on to know about the Conway Cabal. As a matter of fact, the latter is a piece of special knowledge. The poor old world in its blundering way has remembered such unimportant incidents as Paul Revere's ride and the Nathan Hale episode, entirely forgetting (save in the case of scholars) the relation of the First Continental Congress to Franklin's Albany Plan of Union, or The Three Plans of Great Britain in 1877.

In the days of "fife and drum" history in the schools the Revolutionary War furnished a prolific field. Many of us remember learning, only to forget, innumerable facts of its battles. No engagement or leader was too insignificant to be overlooked. Numbers of men killed and wounded formed no small part of the teaching of the battles.

Our author has written us a chapter which is free from the old "drum and trumpet" chapter. He has minimized military details, selecting those

which are best remembered. However, we shall eliminate still further, leaving out some of the military details which the text includes. We shall select those men, events, and ideas of the period which are still a part of our race culture. We shall at certain points enlarge on the chapter in the text, giving additional detail in connection with certain parts of the chapter. We shall divide our topic into eight lesson units:

- I. LEXINGTON AND CONCORD.
- II. BUNKER HILL.
- III. THE STORY OF THE DECLARATION OF INDEPENDENCE.
- IV. WITH WASHINGTON FROM NEW YORK TO PHILADELPHIA.
- V. BENJAMIN FRANKLIN AND FRENCH AID.
- VI. GEORGE ROGERS CLARK IN THE NORTHWEST.
- VII. THE SURRENDER OF YORKTOWN.
- VIII. JOHN PAUL JONES ON THE SEA.

It was oftentimes customary in the teaching of the Revolutionary War to develop a strong race hatred for England. "Lobster-backs" and "red-coats" were terms which typified the attitude in regard to the mother country. They are relics of feelings long since dead. Now, that the two countries have outgrown the old feuds, it certainly is not the place of the schools to keep alive old animosities and hatreds. Teachers have it in their power to stir up strong feelings through their history teaching. It should be a conscious aim of the teacher to teach the period in such a way as not to rekindle old animosities and old hatreds. The influence of the schools should be on the side of international peace.

We shall endeavor in the chapter to give them those ideas of the Revolutionary Period which the world still holds in remembrance. We shall acquaint school children with those men the nation still cherishes as "revolutionary forefathers," and with those events which our race traditions continue to perpetuate. Besides, we shall give the attitudes which the race still feels and holds regarding these men and events and the ideas of their period.

The teacher may introduce the lesson by saying that we have seen how shortly after the French and Indian War England determined to tax the colonists; that the colonists replied "Taxation without representation is tyranny"; that England sent over troops to enforce her demands, but the colonists remained stubborn, and that a war finally broke out; that we are to see how the colonists gained their independence through this war and became the United States of America. We are now ready for our first unit:

I. Lexington and Concord.

In this lesson unit we shall tell how the war broke out, with Boston as a storm center. Connect this unit with the previous chapter on the Trouble Over Taxation. Emphasize the fact that England and the colonies were both firm in their respective stands in the matter.

Have text paragraph 129 read by the class, and tell of the collection of stores and the organization of the minute men. Have paragraph 130 studied by the class, and with this as an outline take up the story of Lexington and Concord. Precede the story of the fighting with the story

of Paul Revere's ride. The following material will furnish a basis for the Paul Revere story:

- Ref. GUERBER: *Story of the Thirteen Colonies*, pp. 233-234.
MOORE: *From Colony to Commonwealth*, pp. 91-100.
GORDY: *American Leaders and Heroes*, pp. 165-174.
Read the poem of Paul Revere's Ride.

Then take up the story of Lexington and Concord. Use a map of the region around Boston. Such a map as given on page 127 of the text will serve. The following material will give additional detail for the story:

- Ref. GUERBER: *Story of the Thirteen Colonies*, pp. 234-236.
MOORE: *From Colony to Commonwealth*, pp. 91-115.
PRICE: *Lads and Lassies of Other Days*, pp. 64-84.

With this material as a basis, bring out the speedy uprising of the farmers of Massachusetts, their rush to arms in defense of what they thought was right. While Lexington and Concord were mere skirmishes and have no military importance, the American people remember them yet as typifying the spirit of the fathers. If possible secure a better picture of the statue of the "minute man" than the one shown on page 126 of the text. In connection with the mention of the statue of the "minute man" read Emerson's Concord Hymn.

II. Bunker Hill.

Omit text paragraphs 131 and 132 for the present, and have paragraph 133 studied by the class. With this paragraph as an outline, and with the following material furnishing additional detail, develop the story of the Battle of Bunker Hill:

- Ref. GUERBER: *Story of the Thirteen Colonies*, pp. 237-241.
Revolutionary Stories Retold from St. Nicholas, pp. 3-18.
MOORE: *From Colony to Commonwealth*, pp. 115-132.

Use a detailed map of the region around Boston. One may be sketched on the board. (See page 130 of the text.) Tell of the fortification of Breed's Hill. Tell in detail how the British charged the hill three times. Praise the brave resistance of the farmer soldiers and the bulldog daring of the British. Emphasize the result of the battle in heartening the colonists and in showing the British that the colonists could and would fight. Refer to the Bunker Hill Monument which has since been erected there, and show a picture of it if available.

Instead of having the class study paragraphs 131, 132, and 134, tell them that the Continental Congress now assumed control of the affairs of the colonies, that the Continental army was now organized, and that George Washington was made commander-in-chief.

Call up in review what we have taught regarding the early career of Washington in Topic VIII, Unit II. Trace briefly his career from the time of the French and Indian War to the Battle of Bunker Hill. The following references will furnish material for this sketch:

- Ref. HAPGOOD: *George Washington*, Ch. VI-VIII.
SCUDDER: *George Washington*, Ch. XII-XV.
GORDY: *American Leaders and Heroes*, pp. 189-194.

Omit the study of paragraph 135 and simply mention the expedition to Canada. Have paragraph 136 read by the class, and discuss briefly how Washington drove the British out of Boston.

III. The Story of the Declaration of Independence.

Have text paragraphs 137 and 138 studied by the class. The following material will furnish detail for this unit:

Ref. GUERBER: *Story of the Thirteen Colonies*, pp. 248-253.

HART: *Source Reader*, No. 2, pp. 172-175.

ELSON: *Sidelights on American History*, Vol. I, pp. 1-25.

LANE AND HILL: *American History in Literature*, pp. 91-93.

Emphasize the fact that the colonists did not at first intend to be independent, that they were simply fighting for their rights at first. Tell how Congress finally determined on independence. Explain to the class that this breaking away meant the establishment of an independent nation. Tell how the Declaration of Independence was finally written and adopted by the Continental Congress. Explain the importance of the declaration to the colonies, that it meant that they were to fight not only for their rights but for their independence. Read parts of the declaration and explain them to the class. Let the class read the whole declaration. It will be found in the appendix of the text. Sketch briefly the career of Thomas Jefferson, the author. Material will be found in SPARKS: *Men Who Made the Nation*. Mention Independence Hall, Philadelphia, and show if possible some other picture of it than the one shown in the text on page 134. Tell the well known story of the old bell ringer and Liberty Bell, showing a picture of the Liberty Bell. Material for the historic relics of the Independence story will be found in RHOADES: *The Story of Philadelphia*, pp. 161-221. Emphasize the fact that July 4th is our national birthday.

IV. With Washington From New York to Philadelphia.

In this lesson unit we shall trace Washington's movements from New York to Philadelphia. We shall only go into detail in case of one or two of the best remembered engagements. Use a map on this unit, an outline map preferably, with the route taken by Washington marked on the map and crosses put in at the points where engagements were fought. Do not have paragraph 139 studied by the class, but in place of it let the teacher trace briefly on the map Washington's retreat from New York up the Hudson. Then, using the map, start him on his retreat across the Jerseys. Have paragraphs 140 and 141 carefully studied by the class.

Before taking up the retreat across the Jerseys tell the story of Nathan Hale. The following will give material:

Ref. BLAISDELL AND BALL: *Hero Stories from American History*, pp. 50-61.

MOWRY: *American Heroes and Heroism*, pp. 24-28.

Revolutionary Stories Retold from St. Nicholas, pp. 30-48.

HART: *Source Reader*, No. 2, pp. 267-269.

LANE AND HILL: *American History in Literature*, pp. 96-99.

Emphasize Hale's bravery and sacrifice. Quote his last words, "I only regret that I have but one life to lose for my country." Do not go about

developing a race hatred through enlarging on the details of his treatment by the British.

Emphasize the difficulties in Washington's way, such as desertions, lack of support of the people, lack of arms and equipment, lack of supplies and the rigors of winter. With text paragraph 141 and the following material as a basis, tell how Washington crossed the Delaware and surprised the Hessians at Trenton:

Ref. GORDY: *American Leaders and Heroes*, pp. 195-205.

SCUDDER: *George Washington*, Ch. XVI.

HAPGOOD: *George Washington*, Ch. X.

GUERBER: *Story of the Thirteen Colonies*, pp. 258-262.

BRADY: *American Fights and Fighters*, pp. 16-39.

Tell who the Hessians were. Make a detailed story of how they were celebrating Christmas at Trenton, unmindful of what was awaiting them. Contrast the pleasant condition of the British troops with the miserable condition of Washington's army. Describe the difficulties in Washington's way in getting his army across the river. Show the celebrated picture of Washington crossing the Delaware. Emphasize Washington's courage and daring. Tell of the successful crossing of the Delaware and the surprise and capture of the British troops. Discuss the importance of the victory to the American cause, bringing out the point that it gave the colonists new hope.

Omit the detailed study of text paragraphs 142-145, inclusive. In place of it let the teacher trace on the map briefly the movements around Philadelphia to the time of its capture by the British. Then let her trace briefly on the map the attempt of the British to capture New York ending with Burgoyne's defeat.

Have paragraph 146 carefully studied by the class, and with that as a basis take up the discussion of the winter at Valley Forge. Our nation remembers that winter as the darkest period of the war. Emphasize Washington's courage and sturdiness of character, his unceasing energy on behalf of the army. Show pictures, if available. They may be found in texts and supplemental accounts.

V. Benjamin Franklin and French Aid.

In this lesson unit we wish to tell something of Benjamin Franklin and his career, especially of his securing of French aid, and also sketch something of the career of Lafayette. With the following material as a basis, sketch briefly the career of Franklin as a servant of the public:

Ref. GUERBER: *Story of the Thirteen Colonies*, pp. 199-205.

Revolutionary Stories Retold from St. Nicholas, pp. 166-179.

BROOKS: *Historic Americans*, pp. 18-33.

SPARKS: *Men That Made the Nation*, pp. 1-46.

Autobiography of Benjamin Franklin.

Emphasize the many sidedness of his character, that he was a statesman, diplomat, organizer, scientist, inventor, and philosopher. Mention his most important public services, laying emphasis on the fact that he gained us the support of the French nation at a time when we were in great need of assistance.

In connection with the question of French aid take up briefly the career of Lafayette. Emphasize the fact that Lafayette was a French nobleman and might have led an easy life in France, as men of his class usually did, but that he chose instead to throw in his lot with the colonists of America, even when their success seemed very doubtful. The following material will furnish detail for a sketch of Lafayette's career:

Ref. BLAISDELL AND BALL: *Hero Stories from American History*, pp. 199-216.

BURTON: *Lafayette the Friend of American Liberty*.

Revolutionary Stories Retold from St. Nicholas, pp. 144-165.

ELSON: *Sidelights on American History*, Vol. I, pp. 195-209.

Dwell on Washington's great regard for Lafayette. The fact that he stood well in Washington's regard is a strong recommendation for the man. Tell of Lafayette's military services. Although it is out of the chronological order, tell of his later visit to the United States after it had become a successful nation, how he was received by the people. Mention the statues which have been erected to him. Make mention at this point of other foreigners who gave us aid, Steuben, Pulaski, and De Kalb.

VI. George Rogers Clark in the Northwest.

Omit the detailed study of text paragraphs 148-150, inclusive. In place of studying these paragraphs in detail the teacher may simply tell the class that the British finally abandoned Philadelphia. The teacher may mention the Indian raids on the border, and then proceed to take up briefly the story of George Rogers Clark, which will give an adequate picture of frontier fighting during the Revolution.

George Rogers Clark is probably not as well known as many of the other heroes of the Revolution. He has become better known in recent years. However, the fact that during the Revolution there was a struggle along the border is well known, and we shall give this phase of the struggle through the Clark story. What we purpose doing in this lesson unit is to tell how George Rogers Clark captured the Northwest. Use a map showing the territory of the Northwest, the Ohio Valley, and the territory north of the Ohio between the Allegheny Mountains and the Mississippi River south of Canada. Tell something of the character of this region, calling up in review the fact that the French had at one time occupied the region and that although it belonged to the English it still held many French settlers.

With the following material as a basis, tell the story of George Rogers Clark:

Ref. McMURRY: *Pioneers of the Mississippi Valley*, Ch. VIII.

ROOSEVELT AND LODGE: *Hero Tales from American History*, pp. 31-41.

BLAISDELL AND BALL: *Hero Stories from American History*, pp. 1-17.

Bring out in the story the wild character of the country traversed by Clark in his expedition. Contrast it with the present condition of the same region. Emphasize the fact that it was only a little over a hundred years ago that Clark traversed this region, which was then a wilderness. Tell briefly of his capture of Kaskasia and Vincennes. Emphasize the fact that these captures gave them control of the whole region. Show on the map the Northwest Territory which we gained through Clark's expedition.

Name the states which have since been carved from the region. CHURCHILL'S: *The Crossing*, will be found valuable for atmosphere, local color, and details of conditions.

VII. The Surrender of Yorktown.

With this lesson unit we shall bring the land part of the war to an end. Omit the study of text paragraphs 152 and 153. In place of studying them let the teacher simply tell the class that the British sent an army to attack the South and that at first they were successful.

Have paragraph 154 carefully studied, and with the paragraph as a basis discuss the Benedict Arnold episode. Give Arnold full credit for his early bravery and faithfulness to the American cause. Develop an attitude of regret that he should have been unfaithful to his trust. Benedict Arnold is remembered chiefly as a traitor to the American cause.

Omit the study of paragraphs 155 and 156, and in place of studying them let the teacher trace briefly on the map without going into details of battles the movement of Cornwallis' army in the South up to the fortification of Yorktown.

Have paragraph 157 studied and with the additional detail as furnished by such an account as given in GUERBER: *Story of the Thirteen Colonies*, pp. 315-323, tell how Cornwallis was bottled up at Yorktown by the American army and the French fleet and forced to surrender. Show how this brought the war to a close and led England to acknowledge the independence of the colonies.

VIII. John Paul Jones and the War on the Sea.

Have text paragraph 158 read by the class, and with this as a basis discuss the beginning of the American navy. Compare it with our present navy. Explain what privateers were. Have text paragraph 159 read, and with this as a basis tell something of the career of our great sea-fighter of the Revolution, John Paul Jones. A good sketch of the character and career of John Paul Jones will be found in CHURCHILL'S: *Richard Carvel*. The following material will also give detail for Jones' career:

Ref. MOWRY: *American Heroes and Heroism*, pp. 57-65.

TAPPAN: *American Hero Stories*, pp. 193-200.

BRADY: *American Fights and Fighters*, pp. 39-56.

Pick out one of Jones' sea fights; for example, the *Bonhomme Richard* and *Serapis* sea duel, and tell the story in some detail. Tell something of the construction of these ships of the Revolution, comparing them with our modern battleships as to material, equipment, and ammunition. Emphasize Paul Jones' bravery in cruising around the British isles. Emphasize his bravery and determination in battle. Show, if possible, a picture of one of his sea fights. Tell the class that the bones of John Paul Jones were recently discovered in France, that they were brought to the United States and buried with naval honors at Annapolis, where our naval academy is located.

Tell something of whom the tories or loyalists were. The word "tory"

has been a term in our American life. Do not, however, go to the trouble of developing a hatred for those people who were loyal to the King.

Omit entirely the study of paragraphs 161 and 162. It is entirely unnecessary to burden children of to-day with the diplomatic relations involved in the treaty of 1783. Simply tell the class that the treaty which brought the Revolutionary War to a close acknowledged the independence of the colonies, and that our boundaries were determined as being practically the United States as it now is east of the Mississippi, except that Florida was not included. Show on the map the United States at the end of the war, coloring it in red or some striking color. Have the class contrast the United States as it was in the beginning with the United States as it exists to-day. Tell the class that during the next hundred years of its history we are to see the United States growing rapidly toward the west, developing the country as it moves west.

Add Questions 106-128 to the cumulative review during the teaching of the topic. Do some work on these review questions each day.

TOPIC XII. THE CRITICAL PERIOD.

(Based on Chapter XII of the Text.)

GENERAL READING FOR TEACHERS.

FISKE: *Critical Period*, pp. 90-216.

SPARKS: *Expansion of the American People*, Ch. VII.

GENERAL READING FOR PUPILS.

HART: *How Our Grandfathers Lived*, pp. 1-10.

See note, page 16.

Preliminary Remarks and Suggestions.

Topic XII deals with our country under the Articles of Confederation. This is a period which has been a very fruitful one for the historian. It was a period fraught with importance to the future history of our country. The states during this period come to the parting of the ways, they come to the point where they must choose either to be a nation or not to be one. Because, therefore, this is a period which, from the standpoint of cause and effect, was full of portent for the future, it has been seized on in many instances by historians as a period worthy of deep, intensive study. John Fiske, for instance, has written a volume on this short period which he calls "The Critical Period." While it is very evident that this is a period, therefore, the study of which will prove very fruitful to the specialist in history, the period and the chapter in the text which treats it will not be given a great deal of attention in the grammar grades for two reasons: first, the nation has preserved in its traditions very little information regarding the period, and, second, if the period were to be fully developed an analysis of the period had best be postponed until the high school or the university.

Pupils are oftentimes caused to learn and remember the important provisions of the Articles of Confederation. We often hear classes going through such drill questions as these: What were the principal provisions

of the Articles of Confederation? Of how many houses did the government consist under the Articles? How many delegates from each state were there? How long did they hold office? We shall certainly have to search a long way to find any adequate reason for making children of this day and age learn the material necessary for answering these questions.

Again, in our text we find a long and elaborate paragraph dealing with the quarrels of the states over the overlapping land claims. We find a careful analysis of the objections of the landless states to the claims of the other states to the northwest territory. If there is great value in giving grammar school children knowledge of the conflicting land claims in the history of the country, why pick out those of this particular period? Why not teach all of them as they arise from then until the present? As a matter of fact, the people of the country are thinking at present far more about preserving from land grafters what is left of the public domain than about its origin.

Although, however, we shall not go into an extended discussion of the conflicting land claims, we shall want to bring out the fact, though it be a mere statement, that a vast territory northwest of the Ohio River came into the hands of the central government, and that this was the beginning of the public domain. Following this we shall take up briefly the organization of the northwest territory, not so much for the purpose of teaching the Ordinances of 1787 as for giving some idea of the process of public land passing from the territorial stage into full statehood. Besides this, we shall also give the general notion, which is well known, that the period following the Revolutionary War was one of discord and weakness, and that we found it necessary to establish the nation on a more solid basis.

We shall call our topic THE CRITICAL PERIOD, and shall make but one unit of it. The teacher may introduce the lesson, telling the class that after the colonies revolted from the mother country it became necessary for them to have some form of government, so that delegates which had met in a temporary congress known as the Continental Congress drew up a Constitution, known as the Articles of Confederation, which was adopted by the different colonies and by which they were governed for eight years. After this introduction the teacher will proceed to the lesson, and will develop the unit as follows:

(a) Organization of New Territory.

Omit paragraph 163 of the text, and in place of it simply tell the class that after the British control had been overthrown during the Revolutionary War the different colonies established state governments of their own. Call up in review from the previous chapter the fact that the Continental Congress during the Revolution controlled the general affairs of the war. Omit text paragraph 164 also, which goes into the quarrel of the states over conflicting land claims. Simply tell the class that the different states ceded their claims to the western lands to Congress, and that after this was done Congress adopted a Constitution called the Articles of Confederation. Show on the map where these lands were located, and tell briefly of their

wild, unsettled condition at this time. Show the class that this was the origin of the public domain, bringing out the fact that the government, just as an individual, may own land. Ask the class who owns Goat Island, Alcatraz Island, the Presidio. Have the class read carefully paragraphs 166-167. Have paragraph 168 carefully read and discussed. Do not have the class memorize the provisions of the Ordinance of 1787, but show them, through the discussion of the Ordinance, as given in the paragraph, how public land is formed into a territory and later becomes a state. This process is taken up and discussed because it has played an important part in our American life and because every intelligent American knows that our history has been largely a matter of acquiring new territory, of passing it through the territorial stage to statehood. The idea of territorial government as given in the paragraph may be discussed briefly.

(b) Weakness of Articles of Confederation.

In the second place, we wish to bring out the notion that the period following the Revolutionary War was one of weakness and discord. Have the class read paragraph 169 carefully, and take it up for discussion, bringing out the following points:

1. That the Articles gave Congress power to make laws, but not to enforce them.

2. That they did not give the central government power of taxation or power to regulate trade.

3. That paper money troubles and Shay's Rebellion are indicative of conditions at that time. Do not have pupils remember these incidents, as they are only given for the purpose of indicating conditions.

Omit the discussion of the remainder of the chapter, simply telling the class that as matters became worse, we were forced to think of a stronger government. While the rest of the chapter is not to be studied and discussed it may be read by the class.

TOPIC XIII. THE MAKING OF THE CONSTITUTION.

(Based on Chapter XIII of the Text.)

GENERAL READING FOR TEACHERS.

SPARKS: *Men Who Made the Nation*, pp. 153-180.

ELSON: *Sidelights on American History*, Vol. I, Ch. II, III.

GENERAL READING FOR PUPILS.

RHOADES: *Story of Philadelphia*, pp. 281-300.

BROOKS: *Historic Americans*, Ch. IX, XIII.

ILLUSTRATIVE MATERIAL.

ATHERTON: *The Conqueror*.

See note, page 16.

Preliminary Remarks and Suggestions.

Chapter XIII of the text deals with the making of the new Constitution. We shall for the most part follow the outline as given in our text chapter.

A lesson in a grammar school course in history on how we got our present Constitution is easily justifiable. In the first place, every intelligent

American is called on almost daily to know what the Constitution of the United States is, and in the second place there can be no very intelligent teaching of the remainder of the course unless the pupils learn at this point something of the nature and the working of the Union which under the title of the United States of America has made a history for itself. Referring to our first reason for making a lesson at this point on the Constitution, we might add that it is not merely because people know what the Constitution is that we hark back to its origin, any more than we should trace back to find the origin of the hatchet because people use it, but it is rather because we find that intelligent people generally know that the Constitution under which our Union now exists was established some time shortly after the Revolutionary War. They know this and they know also something of the nature of the Constitution, the sort of government it established. Our purpose in this chapter, therefore, shall be to make a lesson which shall tell something of how the Constitution came to be made, a general notion of the sort of government it established, and how it was ratified, and formed the newly independent states into a Union which still lasts. While we are going to give at this point a general notion of the sort of government the new Constitution provided, it will necessarily be merely an outline, and the detailed study of the document if it comes at all must come as a part of the civics work. We shall omit a part of our chapter in the text. For instance, The Three Compromises, if they are to be taught at all should be left to the high school. The same is true of the sources of the Constitution. While we shall not go into the detailed tracing back of our institutions, the teacher should, however, keep before the minds of the class the idea that our forefathers during the Colonial period had received a valuable training in self-government. The teacher may introduce the lesson by saying that since the Articles of Confederation had proved to be too weak to hold the new states together it became necessary to establish a new Constitution; that delegates met in Philadelphia and drew up a new Constitution; that this Constitution was finally ratified by the thirteen states; that it is the Constitution under which we are now living; that it has proved to be such a good Constitution that only three important changes have been made in it in over one hundred years. We shall call our topic MAKING THE CONSTITUTION OF THE UNITED STATES, and shall treat it in one unit of three parts.

(a) The Constitutional Convention.

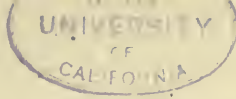
Have the class read paragraphs 174 and 175. Call up in review the weakness of the Articles of Confederation. With such accounts as given in

Ref. DOUB: *History of the United States*, pp. 281-285.

SPARKS: *Men Who Made the Nation*, Ch. V.

GUERBER: *Story of the Great Republic*, pp. 25-31—

describe briefly the Constitutional Convention, bringing out especially the names of the best known characters there. Refer briefly to the past services of the following: Washington, Franklin, and Hamilton, and make mention of the services of Madison. Omit paragraph 176. Have paragraphs 177,



178, and 179 read by the class, but do not take time to discuss them. While these paragraphs have something of value in them, what they contain had best be left to a later time.

(b) The Constitution.

Take up next a brief general outline of the Constitution. No attempt should be made here to teach it in detail. We want pupils, however, to get some notion of it in order to have them get an intelligent notion of our history from this point on. Tell briefly of the President and some of his principal duties, making the explanation brief and elementary.

Tell briefly how Congress is constituted, giving no details of qualifications of the members of the two houses or their manner of election. Explain briefly the function of the two houses of Congress, explaining concretely some three or four powers of Congress, *e.g.*, to declare war, lay tariffs, establish post offices, and coin money. Explain briefly the function of the United States courts, making no attempt to have pupils learn the divisions of the judicial system. Bring out concretely the fact that they are the highest courts in the country.

(c) Ratification of the Constitution.

Have the class read paragraphs 180, 181, and 182, and discuss with them the ratification of the Constitution. What does the term ratify mean? If there is sufficient time, in connection with this lesson the preamble of the Constitution may be read and explained, and the Constitution may also be read by the class in connection with the second part of our unit.

Omit paragraph 183 entirely. It deals with the original method of electing presidents, a method long ago done away with. People will be well off if they know the details of the method of presidential election now in vogue. With such an account as given in

Ref. GUERBER: *Story of the Great Republic*, pp. 31-37.

ELSON: *Sidelights on American History*, Vol. I, pp. 54-64.

SCUDDER: *George Washington*, pp. 226-241—

tell of the inauguration of Washington as the first president of the United States. There is a justifiable attitude of admiration which goes with this lesson. Americans have come to have a national pride in their Constitution. This attitude should therefore be kept in mind in teaching the lesson. The millionaire as well as the poorest citizen refers to his rights under the Constitution, or his rights as an American citizen. In other words, there is a national reverence for our instrument of government, and it should be the business of the school to inculcate this national attitude or feeling.

Add Cumulative Review Questions 129-130 during the teaching of this topic.

TOPIC XIV. OUR COUNTRY IN 1790.

(Based on Chapter XIV of the Text.)

GENERAL READING FOR TEACHERS.

HART: *Essentials in American History*, Ch. XIV.

FISKE: *Critical Period*, pp. 50-89.

SPARKS: *Expansion of the American People*, Ch. XII-XV.

HART: *Contemporaries*, Vol. III, pp. 14-119.

GENERAL READING FOR PUPILS.

HART: *Camps and Firesides of the Revolution*, pp. 197-212.

How Our Grandfathers Lived, pp. 11-24, 39-70, 81-96.

See note, page 16.

Preliminary Remarks and Suggestions.

Chapter XIV of the text is an interesting chapter, dealing chiefly with the social and industrial condition of the country at the time Washington became president. It is one of a number of cultural chapters which the author has introduced into the text for the purpose of giving an appreciation of the different periods of progress in the history of the country. Such a chapter is an evidence of the modern tendency in history teaching which is to make the history course deal less with "fife and drum history" and more with the social and industrial progress of the race. That this is a wise tendency we will readily grant when we stop to consider the matter. The race in its permanent traditions has preserved not only a record of its wars and its politics, but has also kept alive memories of the different stages through which it passed in its social and industrial progress. We would know something of how our ancestors lived even without the teaching of history in the schools. We would remember something of our Colonial life; we would preserve many recollections of the frontier and the American pioneer, even if our American historians had not added to our knowledge vast stores of information through their researches.

It behooves us then to arouse those appreciations of periods which the race has preserved as a part of its heritage. The primitiveness of the life in city, town, and country a hundred years ago is common knowledge. So also are the stagecoach, the inn, the simple home, the primitive furniture of the sitting room, the primitive cooking utensils, and must make up a part of such a course as this.

We shall teach the whole chapter, special emphasis being laid on the paragraphs indicated below. This chapter draws a strong contrast between the conditions of life in this country a hundred years ago and the conditions now. The teacher should emphasize this contrast. While the fact knowledge of the chapter as to conditions a hundred years ago is common knowledge, it is also the basis of a healthy emotional reaction, the reaction of pride in the enormous strides which the republic has made in so short a time. This reaction may be made stronger if the comparative recentness of the period we are treating can be brought out. It is hard to give children concepts of time relation. The fact that Washington and the men of his time dressed very differently from ourselves puts him in the mind of the child far back into history. The teacher should make an attempt to show

that the period we are treating at this point is comparatively recent. We can bring out, for instance, the fact that there are people living to-day (1908) who were living when Washington was president.

We shall call our topic OUR COUNTRY IN 1790, WHEN WASHINGTON WAS PRESIDENT, and shall divide it into five lesson units:

- I. HOW THE PEOPLE WERE DISTRIBUTED.
- II. LIFE IN COUNTRY AND TOWN.
- III. ROADS AND TRAVEL.
- IV. SETTLING THE WEST.
- V. NEGRO SLAVERY AND THE COTTON GIN.

The teacher may introduce the lesson by saying that we have seen how the colonies revolted against the mother country and won their independence, how they established a government and then strengthened it by making a new Constitution and electing George Washington president; that we are now to study something about how people lived at the time Washington was president; that we are to see how the conditions under which the people of Washington's time lived were very different from the conditions under which we live to-day. We are now ready for our first unit, which is:

I. How the People Were Distributed in 1790.

In this unit we wish to give a notion regarding the distribution of the population at the time Washington was elected president. We wish to make clear that the population was still confined largely to the Atlantic seacoast. It shall be an important part of our work from this point on to show how the nation grew from a people settled along the Atlantic coast to the United States of to-day. While we shall give some statistics in this unit, and shall discuss them, it is not intended that pupils shall memorize them. What they are to get is a general notion regarding the limited area of settlement at this time, and the smallness of the population as compared with the population to-day.

Have the class read carefully paragraphs 185, 186, and 187. Using the map on page 175, show the states which composed the Union in 1789. In connection with the discussion of paragraph 186 use the map on page 177. Bring out the fact from this map that the population for the most part was located along the Atlantic coast east of the Appalachian Mountains. Have the class discuss the reason for this. Use these statistics. In 1790 there were 3,929,000 people in the United States, 700,000 of whom were slaves, as contrasted with 80,000,000 to-day. Emphasize the contrast which the author makes in the last sentence of paragraph 186. Explain in connection with this paragraph the term census. Why is the United States census taken every ten years? Emphasize the fact, as stated in the latter part of paragraph 187, that the people for the most part lived in hamlets or in the country; that the total population of the six largest cities would only be 131,000, about one third the present population of San Francisco.

II. Life in Country and Town.

In this unit we shall give some notion of how the people lived during the time of Washington's presidency. We shall take up first:

(a) *Cities*.—Have the class read and discuss paragraph 188. Supplement the contrast in the paragraph by adding characteristics of modern city life not given in the paragraph. The teacher may also supplement the paragraph by taking up each of the things suggested in the paragraph as being innovations to Washington, showing what the people of his time used in place of these modern things, or showing that they got along without them. We have already done something in contrasting a city of 1763 with a modern city in Chapter IX. That contrast holds in this case, as a city of 1763 was substantially the same as one of 1790. The teacher may, therefore, use Topic IX, Unit III, of this same Bulletin for method and material on this unit. In addition to our paragraph HART'S: *Source Reader*, No. 3, *How Our Grandfathers Lived*, will give further material, as will HART: *Contemporaries*, Vol. III, pp. 31-39, which gives an account of the impressions of a traveler visiting Boston and Philadelphia at the time Washington was president. In bringing out the contrast in this sub-topic on cities, the knowledge of the class as to modern conditions should be made use of constantly.

(b) *Newspapers and Magazines*.—Have the class read carefully and take up for discussion with them paragraph 189. In Washington's time, our text says, "there were but four daily papers in the United States." Bring out the fact that even our smaller towns to-day have from one to three, while our modern cities have many more. Discuss our widespread publishing of magazines. Contrast a paper of Washington's day as to size and content with one of to-day. In our daily papers we learn what happened the whole world over the day before. Show how a daily of 1790 must have contained only local news. Show if possible a picture of a great modern press, and contrast it with the one shown on page 180.

(c) *The Fire Service*.—Have the class read and discuss paragraph 190. This furnishes sufficient material on this point. Contrast the well organized system of fire-fighting of to-day with the system of Washington's time. DOUB: *History of the United States*, p. 360, gives a picture of fighting fire at that time.

(d) *The Post Office*.—Have the class read paragraph 191 carefully, and with this as a basis bring out by discussion the growth of the post office, contrasting the postal service of to-day with the service of Washington's time. Bring out by concrete illustration the quickness, safety, and cheapness of the service to-day as contrasted with that of Washington's time. Show how the service has been enlarged to include sending of packages and money, insuring delivery, rural service, and the perfection of an international arrangement making it possible to send mail all over the world.

(e) *The Franchise*.—Have the class read paragraph 192. Explain the term franchise. Bring out by the discussion of the paragraph the fact

that there were great restrictions at this time on the right to vote. Contrast it with conditions to-day where the right to vote is nearly universal. Tell the class that at that time only one man out of thirty-five could vote.

(f) *Punishments*.—Have paragraph 193 read and discussed. Take such a statement as “The debtor was cast into prison” and discuss it with the class. Is that permitted to-day? Enlarge on the modern notion that prisons are not merely places for punishment, but that they are intended also as places for the reformation of criminals. Tell of our asylums provided and equipped by the State for caring for unfortunates. Besides these state institutions of to-day, mention the prevalence of societies and individuals giving their attention to charitable work and the improvement of social conditions.

(g) *The Working Man and the Well to Do*.—Have the class read paragraph 194 and take it up with them for discussion. Show by contrast with the present how the lot of the laboring man has improved. We shall not go into such detailed treatment of this sub-unit at this point as the importance of it warrants, for we shall take it up as one of our later problems.

Show through the discussion of the remainder of the paragraph how lacking were the homes even of the well to do in those conveniences which seem so essential to life to-day.

III. Roads and Travel.

In paragraphs 196, 197, 198, and 199 our text has given first rate material on roads and travel at the time Washington was president. They, with some supplementary material which will be found in HART: *Source Reader*, No. 3, *How Our Grandfathers Lived*, pp. 84-91, will furnish sufficient material on this unit. Have the class read the paragraphs and take them up for discussion. Draw the strong contrast, as suggested in the paragraphs, between travel at that time and travel to-day. Have the class take an imaginary trip at the time of Washington, bringing out a description of the country passed through in going from Boston to New York. Tell of the night at the inn and of the conversation of the travelers. Take an imaginary trip over the same route to-day, bringing out the contrast as to method of travel, time, and a contrast as to the character of the country passed through. The reading in HART will be of service to the teacher as well as to the pupil for supplementary reading. It treats of the experience of travelers with stagecoaches and inns about 1790.

IV. Settling the West.

In this unit we shall treat briefly of the beginning of Western settlement. We shall leave the full treatment of the character of the pioneer and of frontier life to Chapter XXI, which deals with THE RISING WEST. We shall show through this unit that by 1790 people were beginning to settle on the other side of the Allegheny Mountains. We shall also give some notion as to the character of the Ohio Valley country at this time, and the process of settling it.

One of the most important phases of our history has been that of westward expansion. It has been a gradual process. Pupils should know that the term "Out West" has had a different significance at different points of our history. Based on what they have learned on Unit I of this lesson, they should be able to explain at this point what "Out West" meant in 1790.

Recall in review the character of the country between the Allegheny Mountains and the Mississippi River. Recall the fact that the French had made settlements in many parts of this region. Recall the fact in review that the French and Indian War had broken out over the attempt of the French to occupy the Ohio Valley. Have the class read and discuss paragraphs 200 and 201. We have in paragraph 201 the barest mention made of Daniel Boone. He stands as a type of our earliest pioneer, and since he is very well known we shall expand on the text a little at this point. With any of the following as a basis, give a brief sketch of the man and his career, bringing out the fact that he is a type of the early pioneers who first passed over the Allegheny Mountains into our great interior valleys:

- Ref. MCMURRY: *Pioneers of the Mississippi Valley*, Ch. V.
MOWRY: *American Pioneers*, pp. 103-116.
TAPPAN: *American Hero Stories*, pp. 200-207.
GUERBER: *Story of the Thirteen Colonies*, pp. 288-293.
DRAKE: *Making of the Ohio Valley States*, pp. 93-139.

Omit paragraphs 202 and 203. Have the class read paragraphs 204, 205, and 206, and take them up for discussion. The teacher will find Chapter XII in SPARK'S: *Expansion of the American People*, a valuable chapter in connection with this unit. It is called "Journeying to the Ohio Country." It supplements the idea of Pittsburg in 1790 as given in paragraph 204, and gives valuable material on the journey down the Ohio at this time. Contrast the Pittsburg of 1790 with the Pittsburg of to-day. HART: *Contemporaries*, Vol. III, pp. 97-105 and 114-117, will give the teacher material for adding color and detail to this description of our frontier in 1790 and how settlers got there. An interesting supplementary story for pupils called "From Massachusetts to Ohio" will be found in STONE AND FICKETT: *Days and Deeds a Hundred Years Ago*.

V. Negro Slavery and the Cotton Gin.

Paragraphs 195, 207, and 208 will be the basis for this unit. Have them carefully read by the class and take them up for discussion. It will not be necessary to spend a great deal of time on slavery at this point, as it was thoroughly taught in the chapter dealing with our country in 1763. Call up in review what has already been taught on slavery in Topic IX, Unit II. With paragraph 195 as a basis, show that while slavery had been general in the colonies earlier than by 1790 it had died out at the North and was now restricted to a certain region. Show this region on the map in the text, page 186.

Take up the subject of cotton raising, tell of Whitney's invention of the

cotton gin, and show how, by making cotton raising more profitable than it had ever been before, it fixed the institution of slavery on the South.

Ref. BROOKS: *Historic Americans*, pp. 218-230.

GUERBER: *Story of the Great Republic*, pp. 43-48.

Add Questions 131-132 to the cumulative review during the teaching of this topic.

TOPIC XV. THE INFANCY OF THE YOUNG REPUBLIC.

(Based on Chapters XV and XVI of the Text.)

GENERAL READING FOR TEACHERS.

SPARKS: *Expansion of the American People*, pp. 188-215.

ELSON: *Sidelights on American History*, Vol. I, Ch. VI.

HART: *Contemporaries*, Vol. III, pp. 363-385.

GENERAL READING FOR PUPILS.

BROOKS: *Historic Americans*, Ch. XI, XII.

MOWRY: *American Pioneers*, pp. 217-229, 150-162.

DRAKE: *Making of the Great West*, pp. 171-211.

TAPPAN: *American Hero Stories*, pp. 207-216.

KINGSLEY: *The Story of Captain Meriwether Lewis and Captain William Clark*.

McMURRY: *Pioneers of the Rocky Mountains and the West*, Ch. I.

GORDY: *American Leaders and Heroes*, Ch. XIX.

WRIGHT: *Children's Stories of American Progress*, Ch. III-IV.

ILLUSTRATIVE MATERIAL.

ALLEN: *Choir Invisible*.

HALE: *Man Without a Country*.

See note, page 16.

Preliminary Remarks and Suggestions.

Chapters XV to XVIII of the text are good examples of chapters full of material, which has no place or value in a grammar school course in history. These chapters contain a mass of material which should not be taught in the grammar schools for two good reasons: the first, and most important, is that the greater part of it has no life value, that is, it is knowledge which the pupil will not be called on to know or use—it is knowledge of which any intelligent citizen, be he laborer, lawyer, doctor, merchant, or man of affairs, might gladly plead ignorance; second, it is knowledge which if taught at all should be taught at some later period rather than in a grammar school course. We venture to say that there are plenty of teachers up and down the State of California who would gladly eliminate much of the stuff they are teaching in history in the grades, but the fact that the stuff has tradition behind it, that specialists harp on its importance, that all the available text-books include it, that county boards ask questions about it, makes the teacher hesitate, and so as a result we have Rules of 1756, X, Y, Z affairs, Alien and Sedition Acts taught in detail year after year. Poor, innocent children (who never did the teacher any harm) are forced to dig their knuckles into their heads trying to puzzle out the details and relations of Berlin and Milan Decrees and Orders in Council. If we tested one hundred intelligent people who are not in the school business and who do not do special reading in history,

how many of them could answer the following questions: What were the five reports of Hamilton? What was the Whiskey Rebellion? What was the Rule of 1756? Who was Genet? What were the four questions of dispute between Great Britain and the United States in 1793? What were the provisions of the Jay Treaty? What was Frie's Rebellion?

Yet, in spite of this fact, we continue to require hundreds of children to learn this material year after year, knowing that it is learned only to be forgotten. As a matter of fact even teachers of history themselves have to learn these details again each year they teach them.

Knowing, as we do, then, that children learn these things but to forget them; forgetting them because they have no use for them, because the race itself has forgotten them, nevertheless we still continue to teach them. It must follow, then, that we teach them for some reason other than for their knowledge value. The chief reason is found in the outworn doctrines of formal discipline, which held by the fiction that the hard study of any sort of content, even if the same be forgotten, root and branch, strengthens and trains the mind of the individual, develops his character, and makes a good citizen of him.

We shall shorten these four chapters, therefore, very materially, eliminating that which is non-essential and making lesson units of that which children ought to learn in the grammar grades. We shall combine the four chapters into two topics, treating text Chapters XV and XVI as one lesson, XVII and XVII as another.

Taking, then, first Chapters XV and XVI together, we shall make one lesson of it. Some of these things which are non-essential are: The details of the Rise of Parties, Alien and Sedition Acts, Financial History of the Early Government, United States Banks, Troubles of the Young Republic with France. It is not necessary to go into all the details of organization of political parties in order that we may understand the origin of the present Democratic and Republican parties. Thomas Jefferson would probably have some difficulty in recognizing the present Democratic party as a descendant of his Republican party. The issues which divided people into Federalists and Anti-Federalists are long since dead, and it is not necessary to dig up the details of their organization or to make grammar school children of to-day learn the platforms which they offered at each election. We will attempt to get from the two chapters only those ideas which are essential and ought to be known; for example, the Purchase of Louisiana, the organization of the Cabinet, the opening of the Oregon Country. Besides these we shall bring out the general notion that these early administrations were a difficult period, a period in which we were organizing and starting the new government and keeping out of political entanglements.

We shall call this lesson which we are to make from these two chapters THE INFANCY OF THE YOUNG REPUBLIC. The teacher may introduce the lesson by saying that we have seen how the Articles of Confederation proved to be too weak, how the new Constitution was made which gave more power to the central government, and that we are now to find out how the new

government was organized and started, how it kept out of trouble with other countries, and how it acquired more territory in the West. The lesson will be treated in three units and the emphasis will be laid on the third unit, which will deal with the expansion of the republic. These three units are:

- I. HOW THE NEW GOVERNMENT WAS ORGANIZED.
- II. FOREIGN RELATIONS.
- III. THE LOUISIANA PURCHASE.

We are now ready for our first unit, which is—

I. How the New Government Was Organized.

Have the class read text paragraph 209 and take up the paragraph for discussion. This paragraph is introductory. We have already touched on the matter of the organization of the government in a previous topic, so too much attention will not be given this unit. Some of the things here touched on will also be more fully elaborated in later work in civics. Explain briefly how the courts were organized. Have the class read paragraph 210 and take it up with them for discussion. They should know as the result of this what the United States courts are, their place and importance in the government. They need not be required to remember the details of organization, as given in the paragraph.

Have text paragraphs 211 and 212 read by the class and take them up for discussion. The purpose of discussing these two paragraphs is to give the class a notion as to what the cabinet is. Omit entirely the remainder of the chapter. In place of it, the teacher may as briefly as possible define the terms national debt, paper money, and United States Bank. These few terms will be necessary in order to deal with parts of our later history work.

While we shall not go into the details of the organization of political parties, United States Bank, national debt, and Whiskey Rebellion, the teacher may tell the class, explaining briefly where necessary, that the new government was much stronger than the old; that it regulated commerce, established banks, assumed a debt, and sent out troops when the farmers of Pennsylvania refused to pay internal revenue taxes. Incidental to this, bring out the fact that people were divided as to the question of how much power the new government should have; that one party believed in giving the new central government a great deal of power and were called Federalists; that the other party, known as Republicans, believed in letting the different states control their own affairs and in giving very little power to the new government.

Have text paragraph 240 read, and tell how the capital was located at Washington. Give something regarding the status of the District of Columbia as a part of the United States. The following will give some further material regarding the founding of the national capital:

Ref. SPARKS: *Expansion of the American People*, Ch. XV.

HART'S: *Contemporaries*, Vol. III, pp. 331-333 (gives an account by Mrs. John Adams of her impressions of the new capital).

GUERBER: *Story of the Great Republic*, pp. 43-45.

II. Foreign Relations.

Unit II will be concerned with the relations of the young republic with European nations. Omit entirely text paragraphs 227-241. In place of it let the teacher tell briefly of the French Revolution in order to give it a setting in our time scheme. Let her tell the class that during the administrations of the first three presidents we were held in contempt by European nations, that they attempted to interfere in our affairs, and that our government pursued the policy of keeping out of European politics as far as possible. Make this specific by discussing briefly the following ways in which this contempt was shown: by refusing to make commercial treaties, by snubbing our ministers, by impressing our seamen, by interfering with our commerce. Develop in the class a strong feeling of admiration for the wisdom of our forefathers for adopting the policy of "minding our own business." Discuss this policy, showing that it has proven a wise policy. Quote the words of Washington. He said in his farewell address, "It is our true policy to steer clear of permanent alliances with any portion of the foreign world—I hold the maxim no less applicable to private than to public affairs, that honesty is always the best policy. Harmony and liberal intercourse with all nations are recommended by policy, humanity, and interest."

III. The Louisiana Purchase.

Have the class read text paragraphs 241, 242, and 243. Review briefly the career of Thomas Jefferson. Have the class read paragraphs 244 and 245 carefully. Why should the settlers in the Southwest have been anxious for the control of the lower Mississippi? Take up from the paragraph as a basis, the story of the purchase. Do not spend too much time on the international relations involved in the purchase, but give the time to the land gained by the purchase, its boundaries, character, resources, possibilities, and to showing the states which have been carved out of it. Use an outline map in teaching this unit, and color in red or some other striking color the region of the purchase. While we do not expect pupils to remember exact details of boundaries, they should have a general notion of the region included in the purchase. Tell something of the present value of the region, and develop an appreciation of the wisdom of the purchase. The following material will supplement the paragraphs of the text:

WRIGHT: *Children's Stories of American Progress*, Ch. III.

DRAKE: *Story of the Great West*, pp. 171-183.

SPARKS: *Expansion of the American People*, Ch. XVI and XVII.

GUERBER: *Story of the Great Republic*, pp. 55-60.

Have the class read text paragraphs 246 and 247, and take up with them a discussion of the explorations of Lewis and Clark into the newly purchased region. Use an outline map for this, showing by a red line the route taken by them. If the story has been taken up before, it may simply be reviewed here briefly. If not, it should be taken up with sufficient detail as to give some notion of the country through which these men passed, what they saw, and something of their adventures. Remind the class that

this long trip through an uninhabited region took place only a hundred years ago. Call to mind the recent Lewis and Clark Exposition at Portland. The following material will supplement the material of the text as to the character of the country through which the explorers passed:

ELSON: *Sidelights on American History*, Vol. I, pp. 97-116.

WRIGHT: *Children's Stories of American Progress*, Ch. IV.

DRAKE: *Making of the Great West*, pp. 184-198.

McMURRY: *Pioneers of the Rocky Mountains and the West*, Ch. I.

Have the class read text paragraph 248, and take up for discussion Pike's exploration of the Southwest. Here again we shall bring out some idea regarding the condition of the country explored. Use the map on page 221. It shows the route taken by Pike. Read also DRAKE: *Making of the Great West*, pp. 198-205. Have paragraph 249 read and discussed.

Add Questions 134-136 to the cumulative review during the teaching of this topic.

TOPIC XVI. THE SECOND STRUGGLE FOR INDEPENDENCE.

(Based on Chapters XVII and XVIII.)

GENERAL READING FOR TEACHERS AND PUPILS.

BARNES: *Yankee Ships and Sailors*.

BRADY: *American Fights and Fighters*.

TAPPAN: *American Hero Stories*, pp. 218-236.

BROOKS: *The American Sailor*, pp. 156-178.

LANE AND HILL: *American History in Literature*, pp. 106-121.

ROOSEVELT AND LODGE: *Hero Tales from American History*, pp. 103-113, 113-136, 139-147.

MOWRY: *American Heroes and Heroism*, pp. 67-71.

HART: *How Our Grandfathers Lived*, pp. 238-255, 274-310.

WRIGHT: *Children's Stories of American Progress*, Ch. II, VII.

ILLUSTRATIVE MATERIAL.

BACHELLER: *D'ri and I*.

MUNROE: *Midshipman Stuart*.

PICTURES.

The Constitution and the Guerrière.

Preliminary Remarks and Suggestions.

We have combined Chapters XV and XVI of the text, have sifted out the non-essentials, and have made from what was left the essentials of a lesson. We shall combine text Chapters XVII and XVIII in the same way. We shall eliminate that part which the world has long since forgotten, and shall combine what is left into one lesson. In Chapters XVII and XVIII we find again an attempt to perpetuate the knowledge of the specialist in history.

We might ask again this question, What intelligent man or woman would feel ashamed to say, "I can not answer any of these questions: What were Great Britain's three rules for American Commerce in 1804? What were the provisions of the Berlin and Milan Decrees? What were the Orders of Council of 1806? How did the Orders of Council of 1807 differ from those of 1806? What was the Macon Bill?" Besides these, our intelligent friend would probably plead ignorance to a score of questions which we

might ask based on the material we teach in the grammar grades in the matter of the War of 1812.

In our last lesson we were partially concerned with the attempts of European nations to interfere in the affairs of the young republic. In this lesson we will concern ourselves with the culmination of this interference. We will be concerned with Chapter XVII, dealing with the interference of France and England in the commerce of the "New Republic," and with Chapter XVIII, which deals with the War of 1812. We will call this lesson **THE SECOND STRUGGLE FOR INDEPENDENCE**. We will omit in these chapters such details as the Rules of Commerce and War, the details of Orders in Council and the Decrees of Napoleon, the details of the Embargo Act. The details of the Embargo Act will be boiled down to a minimum. We shall divide our topic into three lesson units, as follows:

- I. INTERFERENCE WITH AMERICAN TRADE.
- II. THE WAR ON THE SEA.
- III. ANDREW JACKSON AND THE BATTLE OF NEW ORLEANS.

In teaching the lesson the teacher should avoid as far as possible the development of race hatred. The world has long forgotten the hatreds engendered by our two wars with the mother country, and it is certainly not the function of the schools to keep alive old animosities and old quarrels. The teacher may introduce the lesson by saying that we have already seen how France and England had interfered with our affairs, although we had tried to mind our own business; that they continued to keep up this interference, especially as regards our commerce, and that finally we were compelled to go to war with Great Britain, although we had just as good reasons for going to war with France. We are now ready for our first unit, which is—

I. Interference With American Trade.

Have the class read text paragraph 230 in Chapter XVI, and take up with them the discussion of the paragraph. Recall in review what was said concerning interference with our affairs. Recall in review the fact that our policy was one of keeping clear of European politics, and emphasize the fact that all we asked was the right to trade freely.

Omit entirely text paragraphs 250 to 256. In place of this the teacher may tell briefly who Napoleon was and what he was trying to do. We want to give him a setting in our time scheme. In the remainder of the unit we shall give the class some notion regarding the interference with American commerce. Have text paragraphs 256, 258, 261, and 262 read, the remainder of the chapter being omitted. With these paragraphs as a basis, discuss with the class the question of commercial interference and impressment. The details of these paragraphs are not to be remembered. They are mere incidents which bring out the notion which we do want the class to get, that is, that there was interference with American commerce which finally led to the War of 1812. *HART: Source Reader, No. 3, How Our Grandfathers Lived*, pp. 228-231, gives a good story of impressment as told by an eyewitness.

II. The War on the Sea.

The War of 1812 was largely a naval war. While we shall not go into all the details of the fighting on the seas, we shall give some notion of what it was like. We shall take one sea fight and develop it fully as a type of the sea duel of this war. Take the well known story of the *Constitution* and the *Guerrière*. With such an account as given in GUERBER: *Story of the Great Republic*, pp. 75-80, or HART: *Source Reader, No. 3, How Our Grandfathers Lived*, pp. 238-241, 243-245, 246-247, as a basis, tell the story in detail. Tell something of the ships of the period, contrasting them with modern vessels. Show pictures, if available. The following furnish other accounts of the naval duels of the war, and will furnish interesting supplementary reading for pupils:

BROOKS: *The American Sailor*, Ch. VIII.

BRADY: *American Fights and Fighters*, pp. 215-226, 244-258, 304-317.

BARNES: *Yankee Ships and Sailors*.

Tell briefly the story of Perry's victory on Lake Erie. In connection with this unit have text paragraphs 264 and 267 read. They give a further idea regarding the fighting on the sea.

III. Andrew Jackson and the Battle of New Orleans.

In this unit we shall not give all the details of land fighting, but shall confine our work on this unit to two or three well known incidents. Tell briefly of the burning of Washington and the attack on Baltimore, telling in connection with this the story of the writing of the Star Spangled Banner. Sketch briefly the career of Andrew Jackson, and with any of the following accounts as a basis, tell of how Jackson saved New Orleans:

BRADY: *American Fights and Fighters*, pp. 287-303.

ROOSEVELT AND LODGE: *Hero Tales from American History*, pp. 139-147.

TOMLINSON: *War of 1812*, pp. 147-156.

HART: *Contemporaries*, Vol. III, pp. 422-425.

While, as we said above, we are to avoid developing race hatred in our treatment of the war, nevertheless there is a healthy emotion of admiration for the resourcefulness, ability and bravery of the Americans displayed in the sea duels which ought to be developed. The nation still holds an admiration for the skill and bravery of our early sailor boys.

Remember the cumulative review. Add Questions 137-141 during the teaching of this topic, and remember to review Questions 1-137.

TOPIC XVII. PROGRESS OF OUR COUNTRY BETWEEN 1790-1815.

(Based on Chapter XIX of the Text.)

GENERAL READING FOR TEACHERS.

SPARKS: *Expansion of the American People*, Ch. XIX-XXI.

HART: *Contemporaries*, Vol. III, pp. 459-478.

HART: *Essentials in American History*, Ch. XIX.

GENERAL READING FOR PUPILS.

HART: *How Our Grandfathers Lived*, pp. 31-33, 97-117, 122-163.

WRIGHT: *Children's Stories in American Progress*, Ch. V.

See note, page 16.

Preliminary Remarks and Suggestions.

In our last four chapters we have been concerned with the political history of the first twenty-five years of our country's life under the new Constitution. In Chapter XIX we turn to a consideration of its progress internally during this same period.

We shall call our topic **PROGRESS OF OUR COUNTRY BETWEEN 1790 AND 1815**, the same title as given to the chapter by our author. We shall divide the lesson into four lesson units, as follows:

- I. GROWTH IN POPULATION AND EMIGRATION TOWARD THE WEST.
- II. THE FORMATION OF NEW STATES AND INDIAN TROUBLES.
- III. INDUSTRIAL PROGRESS.
- IV. INTERNAL IMPROVEMENTS.

We shall develop in this chapter the first period of Western expansion, which we already touched on in the topic **OUR COUNTRY IN 1790**. The subject of Western expansion will be amplified in our next chapter, which deals with "The Rising West." We shall also develop here some notion regarding the industrial progress of the first quarter century of the young republic, showing the beginnings of the magnificent industrial system we have built up during the first century and a quarter of our national existence. Besides this, we shall give some notion regarding the internal improvements which helped the country, especially in its growth toward the West. This unit on internal improvements will not be exhaustive, as we take up the subject for further study in Chapter XX, which deals with **HIGHWAYS OF TRADE AND COMMERCE**. In addition to developing these two lines of progress we shall also show something of the growth in population and the addition of new states.

The teacher should keep in mind during the teaching of this chapter that it is a lesson of progress and offers opportunity for the development of a healthy emotion or attitude of admiration for the resourcefulness and energy of our forefathers of this period. We shall in a later chapter bring out more specifically the basis for this admiration in our treatment of the pioneer.

The teacher may introduce the lesson by saying that we have seen how the new republic was started, how the new government was organized and put into operation, how we gained great territory in the West through the purchase of Louisiana, and how we won our independence on the seas by fighting the War of 1812; that we are now to consider something of the progress of the people during the twenty-five years since Washington was inaugurated; that we are to see that during this period the population had begun to pass the Appalachian Mountains, and to settle in the valleys beyond; that during this period we were making progress in manufactures and industry and were beginning to build roads and canals and to use steamboats. We are now ready for our first unit, which is—

I. Growth in Population and Emigration Toward the West.

Have text paragraph 273 carefully read by the class. Use two outline maps for this unit, one showing the United States in 1789, the other the

United States in 1815. Call attention to the fact that in 1789 the United States only went as far west as the Mississippi River. Show by the second map the vast growth in territory made by the United States between 1789 and 1815. In the second map color the United States as it was in 1789 in one color, and put in the territory added during the twenty-five years in another color.

Discuss the statistics of population in paragraph 273, emphasizing the fact that the population had doubled during the twenty-five years. Call attention to the fact that though the population had doubled, that the eight million of 1815 was still only one tenth of our present population. Call attention to the fact that a much larger proportion of the population was living west of the mountains in 1815 than in 1789. We shall make this more forcible when we show the new states west of the Appalachians which had been admitted during this twenty-five years. Have the class read paragraph 274 carefully, and take it up for discussion. Put in with lines on the map the three streams of western emigration. Review what was given in the topic on OUR COUNTRY IN 1790 regarding the voyage down the Ohio and the settlement of the western country. Call up in review from what we learned in that chapter something regarding the crossing of the mountains, the difficulties of the trip, the character of the country passed over, the springing up of settlements along the line.

II. The Formation of New States and Indian Troubles.

Have text paragraphs 275-280 carefully studied in connection with this unit. Our purpose in this unit is to show that during this twenty-five years the number of states had grown, that during this period a large territory which had twenty-five years before been sparsely settled now had sufficient population and development to admit of its being organized into a number of full-fledged states. Review what was said in the topic on THE CRITICAL PERIOD regarding the organization of public lands into territories and then into states. Do not have pupils remember details of paragraphs 277 and 278. These paragraphs tell how the new states came into the Union during this period. Use two maps in connection with this unit, one showing the United States in 1789 and the other in 1815. In the second map put in the five states, Vermont, Kentucky, Tennessee, Louisiana, and Ohio, which had been admitted during this period. Put the dates of admission on the map. It is not expected that pupils will remember these details. We are simply giving a notion of the growth of the Union during this period.

While it is not expected that the details of paragraphs 275, 276, and 279 are to be remembered, they should furnish the basis for a brief discussion of Indian troubles. While we do not expect pupils to remember the details of our many Indian wars, they should get the notion which is a part of our nation's traditions that the Indian was a constant factor to be reckoned with in the settlement of the West. In connection with this call up in review briefly the career of the Indian, showing that he is gradually being

pushed farther and farther toward the west. He will appear again at different times in our history course.

III. Industrial Progress.

In this unit it will be our purpose to show that during this period we got our start as a manufacturing nation.

Have text paragraph 280 read by the class and take it up for discussion, putting the most of the time and emphasis on the second half of the paragraph. Take the statements of fact in the second half of the paragraph and discuss them with the class, bringing out their significance. Take such a statement as the one regarding the beginning of the use of anthracite coal during this period, showing the significance of this in the later progress of the country. Discuss the other new industries of the period in the same way.

Have the class read text paragraphs 281 and 282 and discuss them with the class. Bring out in review the fact that up to the beginning of the nineteenth century our people had depended on England and Europe for their manufactured goods. Discuss carefully text paragraph 282 which brings out the fact that during the period 1789-1815 "Infant manufactures" began to spring up. Develop an attitude of admiration for the resourcefulness and energy with which our forefathers adjusted themselves to the new situation, and set about doing their own manufacturing. While our paragraphs in the text are fairly complete, the teacher will find the following material helpful in amplifying the text:

CHANNING: *Students' History of the United States*, paragraphs 249 and 251.

DOUB: *History of the United States*, pp. 353-356.

IV. Internal Improvements.

Have text paragraphs 283, 284, and 285 carefully read and take them up for discussion with this unit. Call up in review what was taught in the topic on our COUNTRY IN 1790 regarding crude roads and methods of travel. This will be found in Unit III.

Have the class discuss this question, "Why would the fact that settlement had now passed over the Appalachian Mountains make necessary an improvement in roads and transportation?" Have the class read DOUB: *History of the United States*, pp. 357-360, in connection with this unit.

Take up the matter of good roads and their importance. Show the importance of them at this time in connection with the matter of settling the West. Mention the interest taken in the matter by the National Government.

Our text gives but meagre material on the matter of early road building, as do other texts. A splendid chapter for the teacher is Chapter XX in SPARKS: *Expansion of the American People*, called "*The Evolution of the American Frontier.*" In addition to this the first half of Chapter XXI deals with the Cumberland road. These chapters are also of value in giving some splendid pictures to illustrate the topic. Tell the story of Robert Fulton and his steamboat. If the class already knows the story it need

not be given in detail. The following references will serve for material on the early use of the steamboat:

MOWRY: *American Inventions and Inventors*, pp. 207-214.

ELSON: *Sidelights on American History*, Vol. I, pp. 82-99.

DRAKE: *The Making of the Ohio Valley States*, pp. 233-236.

GUERBER: *Story of the Great Republic*, pp. 69-72.

We shall omit the remainder of the chapter. In place of this let the teacher tell the class briefly that coining money is one of the functions of a government, and that the United States early established mints and a system of Federal currency, which may be briefly explained.

Certain parts of this lesson will be reviewed and treated more fully in a later lesson which deals with the HIGHWAYS OF TRADE AND COMMERCE.

Add to the review Questions 142-143 during the teaching of this topic.

TOPIC XVIII. THE SETTLEMENT OF BOUNDARY DISPUTES AND THE MONROE DOCTRINE.

(Based on Chapter XX of the Text.)

GENERAL READING FOR TEACHERS.

HART: *Contemporaries*, Vol. III, pp. 494-501.

TUCKER: *The Monroe Doctrine*.

ELSON: *Sidelights on American History*, Vol. I, Ch. 9.

GENERAL READING FOR PUPILS.

BROOKS: *Historic Americans*, Ch. XIV.

See note, page 16.

Preliminary Remarks and Suggestions.

Our next chapter, which is Chapter XX, is concerned with the administration of Monroe, in which we have boundaries settled and the celebrated Monroe Doctrine specifically and definitely stated. Another fact is the purchase of Florida.

We shall call the topic THE SETTLEMENT OF BOUNDARY DISPUTES AND THE MONROE DOCTRINE. We shall divide the lesson into two units, as follows:

I. THE SETTLEMENT OF BOUNDARIES AND THE PURCHASE OF FLORIDA.

II. THE MONROE DOCTRINE.

In this topic, of which the Monroe Doctrine is the more important lesson unit, we have in our second lesson unit a piece of knowledge which has to be known and which ought to be taught in the schools. In previous chapters we have deliberately eliminated much of the political history of the country. In the case of the Monroe Doctrine we have selected an incident of our early politics and have put it in the Course of Study. Why do this when we have considered most of the political details of early administrations not worth teaching? Simply because this is a detail of our early political history which the race has remembered and preserved. It is a detail of our history as old almost as the Alien and Sedition Acts, but unlike them in that it has continued to be vital in our national life, which reason, coupled with the fact that intelligent persons generally know of it, not only historically, but in its present aspect, gives it a place in our Course of Study. In other words, our intelligent citizen who would frankly and

gladly plead ignorance of Orders in Council and Rules of 1756, would feel some embarrassment at not being intelligent regarding the Monroe Doctrine.

The teacher may introduce the lesson by saying that we have now studied the administrations of the first four presidents of the republic; that we have seen how the new government was organized; how our early presidents tried to keep the republic out of trouble with other nations; how we were forced into a war with England, and how we finally won our independence on the seas; that when Monroe became president the differences which had been dividing the country into parties were settled for a time, and that Monroe's administration was called the "era of good feeling," and that during this period of harmony we settled some important boundary disputes and gave European countries to understand that we were now able to stand on our own feet, and that we proposed to be the influential country in the New World.

We are now ready for our first unit, which is—

I. The Settlement of Boundary Disputes and the Purchase of Florida.

Review the names of the presidents. Have text paragraphs 291, 292, and 293 read by the class, and discuss them briefly in order to show that we had by this time gotten free from European politics and were now taking our stand as a full-fledged nation.

Omit text paragraph 294, simply referring to it as another instance of Indian troubles on the border.

Have text paragraphs 295 and 296 read. Do not go into the details of paragraph 295. Simply mention the fixing of the forty-ninth parallel as the boundary between the United States and Canada. Take up briefly the joint occupation of the Oregon Country. Review briefly our claims to the Oregon Country. State what territory was included. Show the value of this territory, and why we were wise in maintaining our right to it.

Have text paragraph 297 read, and take up briefly the *Purchase of Florida*. Bring out the fact, preferably by a map, that this purchase rounded out our territory east of the Mississippi.

We are now ready for our second unit, which is—

II. The Monroe Doctrine.

Have text paragraphs 298-300, inclusive, read. Discuss briefly the fact that Russian attempts at colonization along the Pacific coast led to protest on the part of the United States. To give interest, Fort Ross, in Sonoma County, where the old Russian orchard, church, and fort are still standing, might be told about as a local instance of Russian attempts at colonization.

Recall in review how Spain had controlled the greater part of the New World, then discuss briefly how during the early part of the nineteenth century she had lost most of her colonies in America.

Discuss the doctrine as outlined in text paragraph 300. Bring out clearly and expect the class to remember the three headings given there. As the paragraph merely furnishes an outline of the doctrine, the teacher will find

the following references of value in giving further material as a basis for discussion:

CHANNING: *Students' History of the United States*, paragraph 259.

HART: *Formation of the Union*, pp. 241-244.

ELSON: *Sidelights on American History*, Vol. I, Ch. IX.

HART: *Contemporaries*, Vol. III, pp. 494-501.

When the doctrine as stated at the time of Monroe has been explained clearly, do not spend too much time in enlarging on its importance at that time, but trace briefly its later history, showing that we have clung to the doctrine up to the present time.

Discuss with the class some of the present aspects of the policy. Do we still hold to the doctrine as a national policy? Has there been any recent evidence to show that we still stand for the Monroe Doctrine? What does the doctrine mean to-day? Does it put a great responsibility on us to-day? For instance, in some of the South and Central American republics they have frequent revolutions. Is it our business to step in and put an end to these troubles? In some of these republics there are many European settlers. Suppose a revolution should occur, and a number of German citizens were killed and Germany made war on the country as a result. Would it be our duty under the doctrine to take the part of the little republic and fight Germany?

In some of these small republics a great deal of European capital is invested. Suppose, for instance, in one of them German merchants and capitalists had millions of dollars invested. Suppose they had loaned one of these governments millions of dollars and the government repudiated the debt, and that the German government sent in warships to force payment of these debts; would it be our business to interfere? Can we be responsible for all these little countries and see that they pay their debts?

These thought questions are suggested for discussion as a method of giving an idea of what the doctrine was and is, rather than for the purpose of giving pupils' opinions in the matter. The full discussion of the present day application of the doctrine is a problem for the high school course in history. A short history of the doctrine is given in TUCKER: *The Monroe Doctrine*.

In this lesson there are several emotions or attitudes which ought to be developed:

1. Admiration for the firm stand which the young republic early took in demanding that we receive a square deal in America as regards boundary lines.

2. Admiration for the stand we have taken in demanding that the weak states in the American republic be free from European aggrandizement, and be allowed to work out their own destinies.

3. Admiration for the fact that although we have been from our position the dominant power in the New World, that we have made no attempt to swallow up weaker governments, but have stood for the policy of allowing governments which were really governments, no matter how small and insignificant, to be allowed to control their own destinies.

The relation of the Panama Canal to the Monroe Doctrine may be touched on briefly; that is, that the ownership of the canal brings us more than ever into touch with the South American states that our position in the matter must be clearly defined.

Questions 144-145 of the cumulative review are to be added during the teaching of this topic.

TOPIC XIX. THE RISING WEST.

(Based on Chapter XXI of the Text.)

GENERAL READING FOR TEACHERS.

(The same material as given for teachers, in connection with Topic XIX. Read especially the reference in SPARKS: *Expansion of the American People*, Ch. XIX-XXI.)

GENERAL READING FOR PUPILS.

(See list in connection with Topic XIX. An extensive list will be found in connection with Lesson Unit II of our present Topic.)

ILLUSTRATIVE MATERIAL.

COOPER: *The Prairie*.

EGGLESTON: *Circuit Rider*.

PICTURES.

The Log Cabin.

Pioneer Pictures.

See note, page 16.

Preliminary Remarks and Suggestions.

Our next lesson will be on Chapter XXI, and we will use for our topic the title given in the text, which is THE RISING WEST. In this lesson we will be concerned with the movement toward the west. We will find out something about the character of this frontier life and something of the character of this region which was soon to have a reactionary influence on our older states along the Atlantic coast. In this chapter, as well as in some of the other chapters of the book, we are to bring out the importance of the shifting west on the history of our country. The "frontier" has been one of the most potent influences in the development of the republic. It has been a process of expansion with the accompanying process of a reaction of the newer communities on the older ones. It is not our purpose in the elementary school to go into the philosophy of Western influence, but we can, however, in an elementary way, trace the gradual expansion of our country westward, showing something of the character of life on the frontier, which is certainly common knowledge, as well as showing in a simple way how the frontier in its reactionary influence has tended to keep alive the spirit of democracy. It is apt to be the sturdy pioneer on the frontier who will resist any attempts at encroachment on the rights of the individual. He is the person who is apt to demand strenuously the right to say how he shall be governed, and so we are soon to see this "Rising West," which we are to deal with in this topic, become of enough importance to place a frontiersman, Andrew Jackson, in the president's chair.

Another reason for a somewhat full study of the West and its expansion is on the emotional side. There is a good healthy emotion of admiration to

be developed from a consideration of the dauntless courage of our pioneers in overcoming the physical obstacles in settling the new country, in seeing the resourcefulness, the rapidity with which they cleared forests, started farms, built roads, bridged rivers, and started towns. This is our race attitude toward the settlement of the West.

In this chapter also we have the beginning of division over the question of slavery. We have had several additions to the original thirteen states, but up to 1820 these states which had been admitted lay east of the Mississippi River. The tendency had been to keep a balance between the slave and free states, thus keeping their representation even in the Senate. But now, through this growth toward the West, we find the pioneers pushing over west of the Mississippi River, and we find those pioneers who go from the South taking their slaves with them, so the new republic is hurried on to a decision of the question of what shall be the status of the land west of the Mississippi; shall it or shall it not be open to slavery? This comes to be a question concerning the rising west.

We have shown briefly that "The West" has been an important feature in our race culture, and still continues to be so. The pioneer and the West have been important factors in our history, and we have treasured them carefully in our race traditions. We have preserved them in story and picture and through sculpture, drama, and song. While our notions regarding the pioneer and the West rest on specific facts they are appreciations rather than definite and specific fact knowledge. We mean by this that the West and the pioneer are important in our race culture on the impressionistic side, rather than on the definite hard and fast knowledge side. That is, we have an impression or appreciation of the West, the frontier and the "pioneer" based on a great many facts. The sources of our impressions or appreciation may have been fireside stories, talks with pioneers, a story of Daniel Boone, pictures we have seen, monuments in our parks and streets, relics in museums, and novels. Since our work in this topic is to give an appreciation of a phase of life, it follows that the chapter must be illuminated. While the chapter is a good one on the culture side, it must be added to by the teacher and by further reading on the part of the pupil. The statements made in the paragraphs of the text must be discussed by the class and illustrated by the teacher. The reading of much supplementary material should be done by the pupils in connection with the topic. Pictures, illustrative of the material of the text, should be exhibited and discussed.

This lesson on THE RISING WEST will divide itself into four units, as follows:

- I. THE RUSH TOWARD THE WEST.
- II. FRONTIER LIFE.
- III. NEW STATES AND THE SLAVERY QUESTION.
- IV. THE MISSOURI COMPROMISE.

The teacher may introduce the lesson by saying that the young republic while organizing its government, keeping clear of European politics, winning its independence on the seas, becoming free commercially, settling

boundaries and informing European nations that the American continents were no longer open to colonization, had also been gradually growing toward the west, and that we are now to study about this New West, and to learn how it was coming to be important to the development of the young republic. We are now ready for our first unit, which is—

I. The Rush Toward the West.

Have text paragraphs 301 to 303, inclusive, carefully studied in connection with this unit, and the discussion of the paragraphs will form the basis for the teaching of the unit. This unit is largely review. What has already been learned of expansion toward the west in the topic on OUR COUNTRY IN 1790, Unit IV, and the topic on the PROGRESS OF OUR COUNTRY BETWEEN 1790 AND 1815, Units I and II, should be made use of in teaching this unit.

Develop the fact that the temporary decline of trade following the War of 1812 led many people to emigrate toward the west. Show that the pushing of the frontier toward the west caused settlements which had previously been on the fringe or edge of settlement, but which were now on the route to the west, to become towns.

Develop the notion that this emigration was induced by the liberality of the government in opening up and selling on easy terms large tracts of government land. Describe briefly the busy scenes along the highways to the west during this busy period of emigration. The material which furnishes a basis for this has been given in a previous chapter. It is Chapter XII in SPARKS: *Expansion of the American People*. Show on the map where the main streams of emigration were (see *Progress of Our Country Between 1790 and 1815*, Unit I). HART: *Essentials in American History*, paragraphs 241 and 242, will help on this unit.

II. Frontier Life.

This is the most important unit of our lesson, and should be given the most time. Have text paragraphs 304-306 carefully read by the class. Our text has given us three good paragraphs. The class may also read Chapter XVII in McMASTER: *Primary History*. For the teacher SPARKS: *Expansion of the American People*, furnishes good material and first rate pictures. Chapters XX and XXI ought especially to be read, and Chapters XII, XIII, XVI, XVII, and XVIII will also prove of value.

With this material as a basis, bring out the manner in which land was acquired. Describe the emigrant's outfit as he traveled west. Help him build his log cabin, clear his land, and plant his crop. Describe his household utensils and how his food and clothes were prepared. Show how the cluster of clearings might grow into a small settlement. Let the class discuss the question of the sort of character these pioneer conditions would be likely to develop. Refer in review to the wild condition of the country at that time and the Indian as a constant menace. Keep in mind the fact that this region which was only a short time ago the frontier, is now a region of populous cities, hundreds of towns, and small farms. As we said

in our introduction we shall depend much on supplementary reading in connection with this unit. The following list offers a number of stories which will be helpful in connection with this unit. Children ought to be encouraged to read widely on this topic:

- GUERBER: *Story of the Great Republic*, pp. 101-106.
HART: *Source Reader, No. 3, How Our Grandfathers Lived*, pp. 143-215.
BROOKS: *Century Book of Famous Americans*, Ch. IX-XII, inclusive.
BALDWIN: *Conquest of the Old Northwest*, pp. 187-256.
CHANDLER AND CHITWOOD: *Makers of American History*, pp. 121-129.
ROOSEVELT AND LODGE: *Hero Tales from American History*, pp. 17-29.
MUSICK: *Stories of Missouri*, pp. 53-163.
TAPPAN: *American Hero Stories*, pp. 237-264.
WRIGHT: *Children's Stories of American Progress*, pp. 1-41.
McMURRY: *Pioneers of the Mississippi Valley*, Ch. V-X.
PERRY AND BEEBE: *Four American Pioneers*.
THOMPSON: *Stories of Indiana*, pp. 54-188.

III. New States and the Slavery Question.

Have text paragraphs 307 and 308 studied in connection with this unit. In our last lesson we developed the map to show the states which came in between 1790 and 1815. In this unit have two maps, one showing the United States in 1815, the other in 1820. Put in with colored crayon the states admitted between 1815 and 1820. Bring out the idea briefly that this new state building was a result of western emigration. Show that this movement into the Mississippi Valley not only caused the formation of new states, but brought into prominence the issue of slavery.

Trace briefly the history of slavery up to this time, showing that it had been introduced early in our history, that it had been general in the colonies, that it had been found not to be useful in the Northern States, and had been abolished there, but had become firmly fixed in the South because of climate and of agriculture in that section. The purpose for this tracing of the history of the institution is not simply to know when it started, and what it had been as a piece of interesting information, but if people are to be intelligent on the negro question to-day they must know something of the history of the negro, something of what he has been, and the conditions under which he has lived. On the other hand, if we are to get any sort of intelligent notion of the development of our republic, they must know something of the institution which has played such an important part in our history as has slavery. Relate the institution in this unit to what they have already learned of cotton and the cotton gin.

IV. The Missouri Compromise.

This unit goes along with Unit III and develops from it. Have the class read text paragraphs 310 and 311. Our purpose in teaching the Missouri Compromise is not so much on account of the importance of the Missouri Compromise itself as a piece of knowledge, as because of the fact that it is an incident of a great struggle in our history that is well known and still remembered by the race. The nation has probably forgotten the details of the Missouri Compromise. It still remembers, however, that it passed through a great struggle over the question of whether the western territory

should be slave soil or free soil. We shall, therefore, teach this unit as an incident in the great struggle. Show that the policy had been to keep the slave and free states even in number, and that because of the fact that each state had two senators the result had been an equilibrium of power; that up to 1820 by a tacit agreement the Mason and Dixon line (the meaning of which the class should know) had divided the slave states from the free states east of the Mississippi River. Show that Missouri, a territory west of the Mississippi River, now applies for admission and involves the question of western land. How shall it be admitted? Shall it come in as a slave or as a free state?

With the text as a basis, develop the Missouri Compromise, showing that the compromise simply postponed the settlement of the question. Do not elaborate on this unit, or enter into endless discussions of the constitutional aspects of the affair. Simply state the new question which arose regarding Missouri. State clearly and briefly what was done and the new aspect put on affairs by doing it. Use a map on this unit, showing slave and free states after the admission of Missouri.

There are several emotions in this lesson: (1) Admiration for the rapid growth of the country and its development toward the west. (2) Admiration for the pioneer. The general attitude toward the pioneer in this country is one of admiration. Daniel Boone, Andrew Jackson, Davy Crockett, Sam Houston, and Abraham Lincoln have appealed to the people of this country largely on account of their simplicity of life and their democratic attitude, because they were pioneers and trail-blazers for the republic.

Remember the cumulative review. It should be a part of each day's work. The class is now responsible for Questions 1-146.

TOPIC XX. IMPROVEMENTS IN TRANSPORTATION AND COMMERCE.

(Based on Chapter XXII of the Text.)

GENERAL READING FOR TEACHERS.

SPARKS: *Expansion of the American People*, Ch. XXII-XXIII.

HART: *Contemporaries*, Vol. III, pp. 561-574.

BRIGHAM: *Geographic Influences in American History*.

ELSON: *Sidelights on American History*, Vol. I, Ch. V.

GENERAL READING FOR PUPILS.

MACE: *School History of the United States*, pp. 257-264.

WRIGHT: *Children's Stories in American Progress*, Ch. X.

BRIGHAM: *From Trail to Railway*.

HART: *How Our Grandfathers Lived*, pp. 99-104.

See note, page 16.

Preliminary Remarks and Suggestions.

Our next topic will be based on Chapter XXII of the text, and we shall call it IMPROVEMENTS IN TRANSPORTATION AND COMMERCE. We have seen in the last chapter two results from the rush of population toward the west. They were the admission of new states and the struggle over the extension of slavery. In this chapter we are to find how this western movement had

a third result, that of improving the means of transportation between the East and West. Not only did the demands of commercial intercourse between the seaboard and the growing West require improved means of transportation, but the improved means of transportation, once they had come, helped in developing the West.

A conscious attempt should be made by the teacher to show the contrast between transportation at the time of this chapter, which deals with the period following the War of 1812, and the period immediately following the Revolutionary War. Also a contrast with present conditions of transportation and commerce. We shall divide the topic into six lesson units, as follows:

- I. IMPROVEMENTS IN MEANS OF TRAVEL.
- II. THE ERIE CANAL AND ITS INFLUENCE.
- III. RAILROAD DEVELOPMENT.
- IV. MECHANICAL INVENTIONS.
- V. MUNICIPAL GROWTH.
- VI. UTOPIAN SCHEMES AND THE MORMONS.

This chapter should be constantly related to the topic on *THE RISING WEST*, which precedes it, showing how the country which had been opened up by the frontiersman had to be brought into commercial contact with the East, and that this made necessary improved highways of trade.

The teacher may introduce the lesson by saying that we have seen how the West was opened up and gradually settled by the pioneers, and that as it became more thickly settled it became necessary for these Western settlements to trade with the Atlantic coast; that the West had products to sell and needed the things which the East produced; that in order to carry on this trade it was necessary to have roads and means of transportation, and that this need led to better roads, the building of canals, and the building of railroads. We are now ready for our first unit—

I. Improvements in Means of Travel.

Have text paragraph 312 carefully studied. With this paragraph as a basis, discuss the improvements which had been made in means of travel by the period following the War of 1812. Show how time in traveling between certain cities had been shortened since the time of Washington. Show that still, however, commercial communication between the East and West was very difficult. Make this specific by a map showing the trade route at this time between New York and Pittsburg (this map is shown in the text, page 281). Show by this map the number of times the freight would have to be handled, laying emphasis on the great expense in getting a ton of merchandise from New York to Pittsburg. Describe the wagon freighting across the mountains from Philadelphia to Pittsburg.

Recall in review the means of travel as discussed in the topic on *OUR COUNTRY IN 1790*, Unit III, and show that by this time, which we are now studying, means of travel had improved a great deal even though they were still very crude.

II. The Erie Canal and Its Influence.

As steamboats became much used on the Ohio and Mississippi, the freight routes described in Unit I began to lose their trade and the New Yorkers determined to retain this trade by getting a better route. They decided to build a canal connecting the Hudson River with Lake Erie. Have text paragraphs 313 and 314 carefully read by the pupils, and with this as a basis, tell the story of the building of the Erie Canal. Tell how the building of the Erie Canal led to an era of canal building. If the subject has not already been developed in geography, describe in some detail the lock-system canal. Show the effects of the Erie and other canals on commerce, and in bringing the East into contact with the developing West.

CHANNING: pp. 408-409; HART: *Essentials in American History*, pp. 294-296, and SPARKS': *Expansion of the American People*, will furnish additional material on this unit. Also BRIGHAM: *Geographic Influences in American History*, pp. 19-20. In STONE AND FICKETT: *Days and Deeds One Hundred Years Ago*, pp. 94-102, will be found the story of a canal journey. See also:

HART: *Contemporaries*, Vol. III, pp. 564-567.

HART: *Source Reader*, No. 3, *How Our Grandfathers Lived*, pp. 102-104.

III. Railroad Development.

In this unit we shall develop the story of the early railroads in the United States. Have text paragraphs 315-320 read in connection with this unit.

Describe these early railroads, using pictures to show their crudity. Contrast them with our present up-to-date railroads. Procure, if possible, a picture showing the evolution of locomotives as exhibited at the St. Louis Exposition. Show how they gradually improved. Contrast the limited mileage of 1835 with the mileage of to-day. The figures for 1835 are given in paragraph 320. We have at present over 200,000 miles of road.

Show on a map the chief lines of that time, and then show the class a modern railroad map of the United States, bringing out by explanation and discussion the great progress.

Additional material for the teacher on this unit may be found as follows:

SPARKS: *Expansion of the American People*, pp. 274-289.

CHANNING: *Students' History of the United States*, pp. 409-410.

HART: *Essentials in American History*, pp. 327-329.

HART: *Contemporaries*, Vol. III, pp. 561-564.

WRIGHT: *Children's Stories of American Progress*, Ch. X.

In STONE AND FICKETT: *Days and Deeds One Hundred Years Ago*, will be found a story of the first railroad, pp. 112-120.

IV. Mechanical Inventions.

Have text paragraph 321 read and studied. The discussion of this paragraph will form the larger part of our work on this unit. Develop, with the material of the paragraph as a basis, the fact that the period from 1825 to 1840 was a period of progress in mechanical inventions by enumerating the inventions of the period.

Emphasize the fact that up to this time people had gotten along without many of those things which now seem indispensable. Discuss the invention of the telegraph, the sewing machine and the reaper. Show the use of these and the other inventions of the period to the country, and show how they aided in its development.

Additional material on this unit in

HART: *Essentials in American History*, pp. 323-326.

CHANNING: *Students' History of the United States*, p. 410.

V. Municipal Growth.

Have text paragraph 322 studied and take it up for discussion. Show that improvements in trade and commerce caused the growth and development of cities during this period. Show by concrete illustration a contrast between a city of Washington's time and a city of this period, then contrast a city of this period with a city of to-day, showing that while a city of 1835 was far ahead of a city of Washington's time (see topic on OUR COUNTRY IN 1790, Unit II) it was still much behind a city of to-day.

Besides paragraph 322 in the text, the following will be found of value in giving further material:

HART: *Source Reader, No. 3, How Our Grandfathers Lived*, pp. 36-42.

VI. Utopian Schemes and the Mormons.

Have text paragraphs 323 and 324 read by the class. In this unit describe briefly something of the Utopian schemes of social order which commenced between the period 1820-1840. Whether the Owenite communities are common knowledge or not is questionable. However, the idea that occasionally groups of people attempt to set up ideal societies is common knowledge. Discuss with the class some of these communities, not attempting to go into the economic principles involved, but discuss them in a sensible, simple manner, basing the discussion rather on the knowledge of human nature possessed by the child, and showing that these schemes have usually been failures.

The Mormons are common knowledge. Give briefly the story of the Mormons, laying emphasis on their settlement and improvement of Utah. Further material on this unit will be found as follows:

SPARKS: *Expansion of the American People*, pp. 376-401.

HART: *Essentials in American History*, pp. 341-342.

In this chapter we have one important common attitude to develop, and that is a pride in the rapid improvement and growth of the republic, a pride in the improvements which have been made in industry and trade, and a pride in the inventiveness and energy of the American people.

Add Question 146 to the cumulative review.

TOPIC XXI. POLITICS FROM 1824 TO 1845.

(Based on Chapter XXIII of the Text.)

GENERAL READING FOR TEACHERS.

SPARKS: *Men Who Made the Nation*, Ch. VIII-X.

GENERAL READING FOR PUPILS.

BROOKS: *Historic Americans*, Ch. XVII-XXI.

GORDY: *American Leaders and Heroes*, Ch. XXI-XXII.

ILLUSTRATIVE MATERIAL.

LEWIS: *Peggy O'Neal*.

See note, page 16.

Preliminary Remarks and Suggestions.

Our next chapter, which is Chapter XXIII, is concerned with politics from 1824 to 1845. In our last few chapters we have been considering the growth of the West between the years 1790 and 1824, especially the great Western movement which took place after the War of 1812. We have studied the causes of this Western expansion, have been made familiar with life on the frontier, and have considered something of how the West had been brought into commercial contact with the East. We have seen how steamboats, canals, railroads, and internal improvements had helped along in the matter. In this chapter we shall concern ourselves with some of the features of the political influence of the West.

We are to see how the West, now that it is becoming settled, reacts on the East. So far our presidents have been Eastern men; the men for the most part who have been prominent in the political life of the republic have been Eastern men. The early presidents, with a possible exception, have not been "men of the people." They have not in all cases felt themselves to be representatives of the great majority of the people. In 1824, however, we are to have nominated and nearly elected a man who prided himself on being a Westerner, a "backwoodsman," "a man of the people," a man who felt that the "will of the people had been thwarted" in 1824 when he failed of election, constitutionally, even though he had a popular majority.

We are to see at once a popular campaign started in his favor, and in 1828 we are to see the "Jacksonian Democracy" come into full power, bringing with it new ideas and policies.

Another reason why we are to become acquainted with the West in its political aspects is because the settling of the West is to involve the Nation in the dispute over slavery during the next forty years, about which we are to study.

In this chapter we shall omit entirely the war on the United States Bank and the financial crisis which grew out of it. The United States Bank is a dead issue, a mere name, and the three or four pages devoted to the details of Jackson's struggle with the bank seem hardly justifiable. There might be a value in the discussion of the question of overspeculation, but this would preferably be postponed to the American history course in the High School.

Much which is given in detail in the chapter will be given brief attention in the teaching of the topic. This course in history will not tolerate the inclusion of dead political issues, except where they form a part of the American citizens' heritage of national or race culture, that is, they must be past political issues which the Nation still preserves in its race traditions; they must be issues about which intelligent Americans still think, talk, and feel. On the other hand, in a few cases the treatment of the text will be enlarged on, especially as regards the four great men of the period, viz., Jackson, Calhoun, Webster, and Clay.

We shall call our topic **POLITICS FROM 1824 TO 1845**, and we shall divide it into four lesson units, as follows:

I. NEW POLITICAL IDEAS.

II. THE ELECTIONS OF 1824 AND 1828.

III. NULLIFICATION.

IV. MARTIN VAN BUREN, WILLIAM HENRY HARRISON, JOHN TYLER.

The teacher may introduce the lesson by saying that up to the time of and including Monroe the presidents had all been Eastern men. Four of them had come from Virginia, and one from Massachusetts. The East had held the power and influence in public affairs. That we are now to see how the New West begins to make itself felt in the political affairs of the country. We are now ready for our first unit, which is:

I. New Political Ideas.

Under this unit we purpose discussing some of the political ideas of this period which are still a well-known part of our American life, and in nearly every case still used.

We shall take up in this unit the following ideas: (*a*) Rotation in office; (*b*) Gerrymander; (*c*) Third-term tradition; (*d*) Nominating conventions; (*e*) Party platforms.

Preliminary to the unit have text paragraph 325 read and discussed. Take up the general statements of the paragraph, and enlarge on them by discussion and explanation.

Have text paragraph 326 carefully read by the class. In (*a*) discuss briefly the idea which had developed that the party which came to power should give the political preferment to its supporters. This policy is carried out on a wholesale scale by Jackson, and becomes known as the "Spoils System." An introduction may be made at this point of the Civil Service idea, but too much time need not be spent on it here, as it will come up more fully later on.

(*b*) With text paragraph 326 as a basis, discuss the term gerrymander. Have paragraph 327 studied, and take up for discussion (*c*) the third-term tradition. Show how it has become customary for our presidents to serve only two terms.

Have text paragraph 338 carefully studied, and take up for discussion (*d*) and (*e*). Nominating conventions and party platforms belong more particularly to civics, but as they are terms frequently used in our history, they should be given a brief explanation at this point. Discuss especially

the National Nominating Convention and the National Party Platforms. ASHLEY, pp. 287 and 448, will give material on these units. HAPGOOD: *Abraham Lincoln*, Ch. VIII, tells the story of one of these early nominating conventions. These terms are explained at this point because they will occur frequently in the rest of our history. They are also taught because they are well known terms in American life.

II. The Elections of 1824 and 1828.

Have text paragraph 328 carefully read and discussed. Have paragraphs 329 and 330 read by the class, and then discuss briefly how Jackson failed of election in 1824 and was finally elected in 1828.

Develop the idea of the "Jacksonian Democracy," bringing out the idea that Jackson prided himself on being a "man of the people." Emphasize the fact that we still remember him as one of our great Democrats, that he was a frontiersman, a product of the West. Recall in review his early career as given in Unit III of the topic THE SECOND STRUGGLE FOR INDEPENDENCE.

A novel by Alfred H. Lewis, called *Peggy O'Neal*, gives a good picture of Jackson and his times. The viewpoint of the novel is more or less that of the popular notion of Jackson.

With the map on pages 298-299 open in the hands of pupils take up a survey of the United States in 1826. Name the states which have been added since the formation of the Union. Emphasize the fact that a large part of our business to this point has been state building. We are now ready for Lesson Unit III, which is:

III. Nullification.

It is our purpose in this unit to give an elementary notion of the states' rights notion as held at the time of Jackson. The states' rights idea has played an important part in our history and has continually made appearance in one form or another. It were probably better, however, to postpone a thorough discussion of it to the High School, as it is rather a High School problem. We shall give a notion of it at this point, centering it around the names of Calhoun and Webster. Define briefly the states' rights idea. Show by concrete illustration that we have two governments, a state and federal government. Have text paragraph 333 carefully studied by the class. The teacher ought to be able to bring out by questions that the North and South differed (a) as to character of soil, climate, and resources; (b) as to occupations, bringing out in review that the South was remaining agricultural in character, the North turning more and more to manufacturing; (c) as to institutions, slavery in the South, free labor at the North.

Have paragraph 334 carefully read, and define nullification. With the following material as a basis, sketch briefly the career of John C. Calhoun:

BROOKS: *Historic Americans*, Ch. XXI.

BROOKS: *Statesmen* (Men of Achievement Series), Ch. III.

Emphasize Calhoun's name in connection with the Southern view of states' rights and nullification. Make him the champion of the South.

Have text paragraph 335 read and with the following material as a basis, sketch the career of Daniel Webster:

BROOKS: *Statesmen* (Men of Achievement Series), Ch. II.

BROOKS: *Historic Americans*, pp. 247-263.

SPARKS: *Men Who Made the Nation*, Ch. X.

GUERBER: *Story of the Republic*, pp. 132-139.

Bring out in this sketch of his career that he was the great orator of this period, the great champion of the idea of union of a strong national government. Read excerpts from his great speech in reply to Hayne.

Tell the class that these great differences between the North and South will lead later to a great war. As a peacemaker in the nullification dispute we have Henry Clay, the great "Pacificator." Treat briefly Clay's career as the great apostle of compromise. The following will furnish material on Clay:

BROOKS: *Statesmen* (Men of Achievement Series), Ch. I.

BROOKS: *Historic Americans*, pp. 277-290.

SPARKS: *Men Who Made the Nation*, Ch. VIII.

The doctrine of nullification is a dead issue, but these three great names connected with it are common knowledge, and we shall center this unit around them. If available, the well-known pictures of Webster and Clay addressing the Senate should be shown in connection with this unit.

Our last unit is:

IV. Martin Van Buren, William Henry Harrison, John Tyler.

Omit text paragraphs 337-346, excepting paragraph 338, which was used in Unit I.

Our last unit consists of the names of three presidents. These should be known even though their administrations were devoid of much which has become a part of our national traditions. About the only thing we remember about these gentlemen is that they were presidents of the United States. The average citizen will have to work his memory hard to find clothes to hang on these three hooks. Have text paragraph 346 read; omit paragraph 347. Have paragraphs 348-351, inclusive, read carefully, and with these as a basis, discuss the abolition movement. Omit the remaining paragraphs.

At this point we shall commence a piece of memory work which must be kept up by constant review until the class has mastered it. That is a list of the presidents in order. This is done for the purpose of forming a chronological backbone. While we shall not teach the term of service in each case, the presidents in the list should at least be learned in their proper decades. We want to know that Jackson was a president of the thirties, Lincoln a president of the sixties. Besides serving as a time chart in a number of cases, the only thing we care to know about some of our presidents is that they were presidents. An intelligent American citizen might blush for shame not to know when he hears the name Millard Fillmore, that Fillmore was a president of the United States. His conscience, how-

ever, might be perfectly clear, if knowing that fact, he knew absolutely nothing else about the gentleman.

Having memorized the list of presidents and placed them in their respective decades, the list should be kept up by an occasional review. The list should include not only the presidents we have completed; it should continue down to Roosevelt.

Add Questions 148-151 of the cumulative review during the teaching of this topic.

TOPIC XXII. EXPANSION OF THE SLAVE AREA.

(Based on Chapter XXIV of the Text.)

GENERAL READING FOR TEACHERS.

SPARKS: *Expansion of the American People*, Ch. XXIV-XXVIII.

PARKMAN: *The Oregon Trail*.

DYE: *McLoughlin and Old Oregon*.

ELSON: *Sidelights on American History*, Vol. I, Ch. XIII.

GENERAL READING FOR PUPILS.

TAPPAN: *American Hero Stories*, pp. 237-245.

MOWRY: *American Pioneers*, pp. 163-186.

ROOSEVELT AND LODGE: *Hero Tales from American History*, pp. 174-181.

DRAKE: *The Making of the Great West*, pp. 241-246.

DAVIS: *Under Six Flags*.

HART: *How Our Grandfathers Lived*, pp. 163-171.

WRIGHT: *Children's Stories of American Progress*, Ch. XIII-XVI.

ABBOTT: *Kit Carson*.

See note, page 16.

Preliminary Remarks and Suggestions.

In our last chapter we were concerned with political developments between 1824 and 1845. In Chapter XXIV of the text we are to deal with the period between 1840 and 1850, a period in which a vast amount of territory was added to the United States. We are to find again that the question of Western expansion involves the old question of "slave soil or free soil." Clay's compromise of 1820 had quieted the question for a time, but between 1845 and 1850 a vast territory is added, the bulk of which lies south of the projected Mason and Dixon line, a territory capable of being formed into a number of slave states. We find again, in this chapter, that the question of Western expansion is closely tied up with the question of slavery.

The emphasis in this topic is not to be laid on the political significance side, but on the side of intelligent information. We are not to lay the emphasis on the admission of California as having importance as a part of the compromise of 1850, but because it is a fact which intelligent Californians must know. We are not to study the story of Texas and its admission, laying emphasis on the relation of the admission of Texas to the history of the institutions of slavery, but we are to lay the emphasis on the story as a part of the story of the expansion of the United States. Our chapter is, therefore, to do two things: first, tell the story of how the immense region lying west of the Louisiana purchase became a part of the

United States; and, second, show how with this expansion went hand in hand the question, Shall this be slave soil or free soil?

We shall call our topic EXPANSION OF THE SLAVE AREA, and shall divide it into six units:

- I. THE STORY OF TEXAS.
- II. THE STORY OF OREGON.
- III. THE WAR WITH MEXICO.
- IV. THE SANTA FÉ AND OREGON TRAILS.
- V. THE STORY OF CALIFORNIA.
- VI. THE COMPROMISE OF 1850.

The emphasis will be laid on the first, second, and fifth. In the third, which is concerned with the Mexican War, the emphasis will be laid, not on the details of battles, but on the results of the war as accounting for our gain of a vast amount of territory.

The Santa Fé and Oregon Trail topic may be taught as a separate topic, or may be combined with the story of California.

The details given in the book will be for the most part eliminated in the topic of the Compromise of 1850, and it will be taught simply as an incident in the struggle of "slave soil or free soil."

It should be a part of the conscious effort of the teacher to bring out the fact that the whole period from 1820 to 1860 is a period for the most part of struggle between the free and the slave interests, that the great question of "free soil or slave soil" agitates the Nation for nearly half of this forty years, that it is only by recurrent compromises that the inevitable conflict is postponed. Such incidents as the Omnibus Bill, the Dred Scott Decision, the Kansas-Nebraska Act, are merely incidents in this long forty-year struggle between the slave-holding interests and their opponents. It may be the function of the High School or the University to lay stress on the political aspects of the incidents of this long struggle, but it certainly is not the function of the grammar school so to do. Therefore, these incidents will be simply and briefly considered as steps in the story of how the two sections were gradually pulling apart, gradually coming to the core of the question which demanded war as the only possible solution. For instance, our text gives three or four pages of intricacies on the compromise of 1850. It should be the function of the teacher to boil this down and make a simple statement of what actually happened.

The teacher may introduce the lesson by saying that we are now to learn how a vast extent of territory, the immense tract bounded on the east by the western line of the Louisiana purchase, on the north by Canada, on the south by Mexico, and on the west by the Pacific, was added to the republic in the short space of five years. That we are to learn how this acquisition of new territory again revived the old question as to whether this new territory was to be admitted as slave or as free soil. That we are to find this old quarrel which had been settled by the compromise of 1820 again starting up in 1845, almost forcing the two sections into a war, when again Henry Clay, the great "Compromiser," comes forward in 1850 with a plan which patches up the differences and settles the trouble again for a short time.

In this topic of "Expansion" much use should be made of map material. Put on the board outline maps and put in the different sections added between 1845 and 1850 in striking colors.

We are now ready for our first unit—

I. The Story of Texas.

The purpose of this unit is to give a connected story of how Texas became a part of the United States.

Have text paragraph 356 studied by the class. On an outline map show Texas colored differently from the rest of the map.

Develop briefly the wane of Spanish power. Call up in review the former greatness of Spain in the New World. Tell the class that between 1820 and 1830 Spain lost most of her colonies in the New World. They became republics. Mexico gained her independence from Spain and became a republic.

Discuss briefly the settlement of Texas, then a part of Mexico, by pioneers from the southwestern part of the United States. Emphasize the fact that these settlers were favorable to slavery, and many of them brought their slaves with them.

Develop the struggle between the Texans and Mexico, telling the story of the Alamo. Material for this story will be found in any of the following:

MOWRY: *American Pioneers*, pp. 163-172.

TAPPAN: *American Hero Stories*, pp. 237-245.

BRADY: *Border Fights and Fighters*, pp. 307-326.

ROOSEVELT AND LODGE: *Tales from American History*, pp. 174-181.

Then show how Texas became an independent republic when Sam Houston defeated the Mexicans at the battle of San Jacinto. The following material will serve:

MOWRY: *American Pioneers*, pp. 173-186.

BRADY: *Border Fights and Fighters*, pp. 347-367.

DRAKE: *The Making of the Great West*, pp. 241-246.

DAVIS: *Under Six Flags*, especially pp. 96-148.

Have text paragraphs 357 and 361 carefully read by the class. Develop briefly the fact that Texas became rapidly settled by slave owners from the South, and soon applied for admission to the Union; that her admission was opposed by the North, but that she was finally admitted in 1845. Discuss briefly why the South favored the admission of Texas, why the North opposed it. Note the fact that Texas entered the Union as a full-fledged state. That she was not first organized into a territory, as was customary in the case of new land.

Use a map freely, impressing firmly what was meant by Texas. Discuss the territory annexed, giving some idea of extent, character, and resources of the region. Why should the Texans wish to be annexed to the United States rather than to some other power will be a good thought question.

II. The Story of Oregon.

The purpose of this unit is to give a brief story of the Oregon country and how it became a part of the Union. Develop in review briefly how

Gray, Lewis, and Clark and early fur traders gave the United States claim to the Oregon country. (See latter part of Unit III of the topic **THE INFANCY OF THE YOUNG REPUBLIC.**)

Have an outline map of the United States on the board showing the Oregon region in color. A map is given on page 325 of the text. Describe the character and extent of the Oregon country. Have text paragraphs 358, 359, and 360 carefully read by the class, and with these as a basis, develop briefly how Great Britain and the United States held the country in joint occupation for a long period. Tell how the country was settled, the occupations of the settlers, something of Whitman, White, and the missionaries in their work among the Indians and settlers. DYE: *McLoughlin and Old Oregon*, if available, will furnish material on this point as well as on the whole of the Oregon unit.

Have paragraph 362 read by the class. Develop briefly the fact that interest in the Oregon country was awakened again about the same time that Texas was annexed, and that after a threat of war, called "Fifty-Four-Forty or Fight," if we did not get the whole territory claimed, that we finally agreed on the present boundaries which separate the states west of the Rocky Mountains from Canada. Use a map showing the country held jointly by the United States and Great Britain and the Oregon country as it finally became a part of the United States.

In teaching this unit discuss the Oregon country as to extent, character, and resources. Name the three states which have since been formed from the region, and emphasize our wisdom in holding on to our claim to the region.

III. The War With Mexico.

In this unit the emphasis will be laid on the results of the war, that is, on the territory gained by the war, rather than on the war itself. Show on the map on page 321 the territory brought into dispute by the annexation of Texas.

Have text paragraphs 363-366, inclusive, and paragraphs 371 and 372 read as a basis for this unit. Develop briefly how the war started, and then tell the story of the Taylor and Scott campaigns, showing routes of the armies, but omitting details of battles. With paragraph 371 as a basis, and with an outline map of the United States, show the result of the Mexican War in territory gained. Put this territory on the map in some striking color. Describe the territory, showing its value and showing the states and territories which have since been carved from it. Show by the map how the boundary was rounded out by the Gadsden purchase.

Avoid entirely in teaching the topic the development of any race hatred. Mexico is now our peaceable, friendly neighbor, and the schools should do nothing to keep old sores from healing.

IV. The Santa Fe and Oregon Trails.

This unit may be either taken separately or taught as part of the California story. If taught separately, develop as follows: With text paragraph 367 and the map on page 330 as a basis, show what was meant by the

Great American Desert. Talk about the character of the region. Emphasize the fact that this region which now is very valuable was considered a useless desert a few years ago.

By use of the map show the two well defined trails which came to be followed. PARKMAN: *The Oregon Trail*, is the classic on this subject. Have text paragraph 368 read as a basis for this unit.

Have text paragraph 369 read, and develop briefly the exploration of the region by John C. Frémont.

Some notion of the idea of crossing the plains can come in at this point, although we shall take it up more fully in a later chapter.

V. The Story of California.

We shall under this unit give merely a brief sketch of the story of California up to the time of the compromise of 1850. Since this is a course of study for California schools we shall put in a more complete story of California at the end, based on the supplement of the text. We shall make the California story in this lesson a part of the general expansion between 1845-1850. Develop in review briefly the discovery and early exploration of California, mentioning Drake and some of the early Spanish explorers.

Next take up briefly the Mission Period, referring to the work of Father Serra and naming the most important missions. Show the class pictures of missions. Tell briefly in review how California was lost to Spain with Mexico and came under control of the Mexican republic. The most of this so far is review, and should be gotten from the class as far as possible.

Tell briefly how settlers from the United States came into California in the early forties, how Frémont came on his exploring expeditions.

Have paragraph 370 read and develop the incident of the Bear Flag Republic. (See references on Topic XXXIV, THE STORY OF CALIFORNIA.)

Call up in review of the Mexican War the conquest of California by Frémont, Stockton, and Sloat. Have text paragraph 377 studied, and show how the discovery of gold brought California into prominence and settled it very rapidly. Discuss the character of mining camp and boom-day life in California, and tell how she was admitted into the Union in 1850. Make use of map material on this unit showing California and the early routes to California.

VI. The Compromise of 1850.

Omit the last five pages of the chapter in the text. Our last unit is the Compromise of 1850. The five pages of intricacies in the text, regarding the political campaign and congressional measures, debates on constitutional phases, etc., are all to be boiled to a minimum.

In place of the study of the last five pages of the chapter the teacher should bring out again in review the idea which has been developed by previous details that this is a period of expansion toward the West, and that this expansion question involves the question of "free soil or slave soil"; that now, in consequence of the admission of Texas and the gain of a large territory as the result of the Mexican War, the country is again

plunged into a heated dispute as to how this territory shall be admitted into the Union, whether it is to be "slave soil or free soil." Show how Clay, the great "Compromiser," again made peace by getting through a compromise which provided that: (a) California should be admitted as a free state; (b) The passage of a fugitive slave law. Develop this unit, showing how the law operated and how it tended to irritate the North. Give at least one story, the Shadrach story, for instance, showing how a negro who had escaped years before was captured and brought back into slavery. Tell briefly of MRS. STOWE'S book: *Uncle Tom's Cabin*, and its effect on the Nation.

On the completion of this lesson, take up a review of the expansion of the United States up to this time. Use an outline map of the United States. Show on the map the United States in 1790, when Washington was president. Add the Louisiana purchase, and put it in on the map in a different color. Place in also the Florida purchase, the Texas and Oregon regions as added to the Union, the territory which came in as a result of the Mexican War, and the Gadsden purchase. Review the whole story, coloring each of the acquisitions in a different color. The map may be either prepared beforehand, or, perhaps better, might grow as the teacher tells the story. Put in on the map the dates of the different acquisitions. There are certain attitudes or emotions which the race still holds in connection with this period, and they are to be developed in this lesson. In the first place we have the attitude of pride in our rapid and wide expansion territorially. This is an attitude to be carried through the whole chapter. In the unit on Texas an admiration for the heroes of the Alamo would seem to be a common emotion. On the Mexican War we can develop an attitude of admiration for the bravery of the American troops in overcoming in nearly every case superior forces. As to an attitude regarding the justification of the war, it is questionable whether or not we ought to develop an emotion. We certainly have nothing to be proud of in the way we acquired the territory by forcing a war on a weaker nation, but now that the war is over and we have the territory, it does not seem worth the trouble to harass ourselves with an emotion of regret. On the unit of California we are to develop an appreciation of mining days and an admiration for the men who did things, a pride in the rapid development of our State. These will be more fully developed, however, at a later time.

* Add Questions 152-174 of the cumulative review during the teaching of this topic.

TOPIC XXIII. HURRYING ON TO CIVIL WAR.

(Based on Chapter XXV of the Text.)

GENERAL READING FOR TEACHERS.

SPARKS: *Expansion of the American People*, Ch. XXIX.

Men Who Made the Nation, Ch. XI.

HART: *Contemporaries*, Vol. IV, pp. 80-84, 114-119, 136-138, 155-159.

ELSON: *Sidelights on American History*, Vol. I, Ch. XIV-XVIII.

HAPGOOD: *Abraham Lincoln*, Ch. I-VIII.

GENERAL READING FOR PUPILS.

HART: *Romance of the Civil War*, pp. 41-74.

ILLUSTRATIVE MATERIAL.

CHURCHILL: *The Crisis*.

FOX: *Little Shepherd of Kingdom Come*.

See note, page 16.

Preliminary Remarks and Suggestions.

In our next chapter, which is Chapter XXV, we are to deal with the period from 1850 to 1860, a period in which the country was hurried on to civil war. In our last chapter we considered the rapid growth of the republic between 1840 and 1850. We found that during that ten years a vast territory was added in the West. In the present chapter we are to find how this addition of territory again involves the country in the discussion of the question, Shall the new territory come in as slave soil or as free soil? This ten years, from 1850 to 1860, is a part of the longer struggle from 1820 to 1860-of "slave soil or free soil." It is the business of the teacher to consciously create in the minds of the pupils a feeling that this forty years from 1820 to 1860 is a period for the most part made up of a great expansion westward and a struggle, growing out of this expansion between the slave and free interests.

In the ten years which we are now to study events move very rapidly. We are to center the attention of the pupils on a few of the well known incidents which tended to irritate the two sections and to hurry them on toward civil war. We are to study these incidents not from the standpoint of evaluating their political significance, but rather as incidents in our period which we have named "free soil or slave soil." We are to give them to pupils as the world remembers them to-day; that is, as specific irritations which tended to drive the two sections on toward an inevitable civil conflict. Let us take a concrete illustration, the Dred Scott Decision, for example. Much time might be spent in discussing the constitutionality of the decision, or in attempting to show its relative effect in causing the Civil War, or the relation of the decision to the formation of the Republican party or to the Kansas struggle. In this way the emphasis is laid on the side of the thing itself, on having a large amount of knowledge on the Dred Scott Decision for its own sake. From the standpoint on which we propose to treat the incident, it has knowledge value only as an incident in the great struggle on which we have been laying the emphasis.

What we shall do, then, is to make a concise story of the incident, showing it to be one of the irritating circumstances which during the period

1850-1860 tended to make the two sections more and more bitter and to hurry them on toward armed conflict. It might be well even to go so far as to tell the class that we are now to study a period which will lead to war. That we are to study a number of incidents which helped to bring on the war.

In this chapter we shall center the work around the few incidents and terms which have come to be world knowledge. We shall call our topic **HURRYING ON TO CIVIL WAR**, and shall divide it into six lesson units:

- I. THE STORY OF KANSAS.
- II. THE UNDERGROUND RAILROAD.
- III. THE DRED SCOTT DECISION.
- IV. THE LINCOLN-DOUGLAS DEBATES.
- V. JOHN BROWN'S RAID.
- VI. THE ELECTION OF LINCOLN.

The teacher may introduce the lesson by saying that we have now seen how Texas was annexed to the Union, how a vast territory was added in the West, that by 1850 the United States proper had the same boundaries which it now has; that we have seen how the taking in of new territory in the West had brought up again the old question of "slave soil or free soil"; that we have seen the two sections again quarreling bitterly over the question, and have seen the quarrel temporarily stopped by Clay's compromise of 1850; that in the lesson which we are now to study we shall see the quarrel breaking out with more fury than ever; that while up to this time the question had been largely fought out on the floors of Congress, that we are now to see the two sections fighting in reality for possession of the border state Kansas; that we are to consider this and see how it and other irritations hurried the two sections on to a great civil war; that during this ten years we are to find the South more and more determined to extend slavery, the North more and more determined to limit it.

I. The Story of Kansas.

Have text paragraphs 384-389 and text paragraph 397 read by the class, but do not have the details learned.

Under this unit bring out the fact that shortly after the compromise of 1850 the region now occupied by the states of Kansas and Nebraska was organized into two territories, and that the South began to send in settlers, hoping to make it at some future time a slave state, and the North sent in settlers hoping to keep Kansas free territory when it should be admitted to the Union. Do not go into the details of the Kansas-Nebraska Bill, or into a detailed discussion of Douglas' doctrine of "squatter sovereignty." The term squatter, however, is a term common to our American life, and should be explained. Instead, however, of spending too much time on the political significance of the Kansas-Nebraska Bill, make a strong story of the thrilling events which took place during the attempts of the two sections to be first in the occupation of the territory. With the following material as a basis—

Ref. SPARKS: *Expansion of the American People*, pp. 351-365.

HART: *Contemporaries*, Vol. IV, pp. 97-122.

ELSON: *Sidelights on American History*, Vol. I, Ch. XV,—

make a story of the rush of immigrants into the territory from both sections of the border warfare which follows. Tell how the slave interests sometimes controlled elections and sometimes the free interests, of how armed men came over from Missouri, voted and went home again. Bring out the name of John Brown as one who fought in this border warfare and gloried in these troubled conditions.

Make no attempt to give the details of the several constitutions which were voted at different times. The concrete story, as suggested above, should bring out the fact that at one time one interest was in control, at another time the other. The purpose of the unit is, therefore, to make a story of a border struggle between the two interests. Keeping in mind that it is a struggle over our pivotal idea "free soil or slave soil."

II. The Underground Railroad.

Have text paragraph 390 read by the class. The best way to explain "The Underground Railroad" is to explain how it actually worked. Do this by giving a concrete story of how a slave escaped from the South, how he was hidden away from time to time, how he was sheltered and fed and passed on from town to town until he reached the extreme North or got into Canada. Material for a story of a slave escaping by the underground railroad will be found in HART: *Contemporaries*, Vol. IV, pp. 80-93. Other material will be found as follows:

Ref. HART: *Source Reader*, No. 4, pp. 51-69.

GUERBER: *Story of the Republic*, pp. 148-151.

ELSON: *Sidelights on American History*, Vol. I. Ch. XIV.

Emphasize the idea that this would tend greatly to irritate the South, while it would give many of the Northerners great satisfaction to be able to help slaves to escape. Our next unit is:

III. The Dred Scott Decision.

Omit text paragraphs 391-393. Have paragraphs 395 and 396 read. In this unit make a simple direct story of the career of the negro Dred Scott, telling who he was, and what he did, and how the United States Supreme Court handed down a decision in his case, saying he was a slave and had no standing in the courts; that slaves were property and might be taken wheresoever their masters chose. Emphasize the fact that this decision greatly elated the South and made the North very bitter; that it was one of the irritating incidents of which we spoke in the introduction. Do not go into the question of the constitutionality of the decision or attempt to philosophize about what might have happened; for instance, that under the decision slavery might exist in Maine.

HART: *Contemporaries*, Vol. IV, pp. 122-136.

IV. The Lincoln-Douglas Debates.

Review the early life of Abraham Lincoln. If some attention has not already been given to the biography of Abraham Lincoln in previous work in biography, some stories of his early life should be taken up at this point.

Have text paragraph 398 studied by the class. Make a story of one of these great debates. The account of the Freeport debate given in "The Crisis" might furnish a good story, the purpose in this unit being to show how these two great political leaders went from place to place fighting their great battles. Bring out the fact that thousands of people came for miles showing the great interest at that time which was being taken by the people in the discussion of the question of "slave soil or free soil."

In this unit bring out what is coming to be the traditional idea of Lincoln. A series of articles in *McClure's* for 1907, of which the late Carl Schurz is the author, will give a valuable picture of Lincoln and his times. In those articles an account of the debates will be found. The following material will also prove helpful:

- Ref. HART: *Contemporaries*, Vol. IV, p. 136.
HAPGOOD: *Abraham Lincoln*, Ch. VII.
BROOKS: *Abraham Lincoln*, Ch. XII.
BALDWIN: *Abraham Lincoln*, pp. 192-200.
ELSON: *Sidelights on American History*, Vol. I, Ch. XVI.

V. John Brown's Raid.

Have paragraph 399 of the text studied. Make a complete story of John Brown's Raid. The paragraph in the text gives the bare details. These should be enlarged into a dramatic story of an unsuccessful attempt to rouse a slave insurrection. Refer to the song, "*John Brown's Body*," which is well known. Interest can be added to the story by reference to the fact that one of John Brown's brothers is now living in the Santa Cruz Mountains. Bring out the fact that the John Brown incident is another of the irritating circumstances in the long struggle.

The following material will furnish detail for the John Brown story:

- Ref. HART: *Contemporaries*, Vol. IV, pp. 142-151.
GUERBER: *Story of the Republic*, pp. 156-161.
HART: *Source Book of American History*, pp. 294-296.
HART: *Source Reader*, No. 3, *Romance of the Civil War*, pp. 71-74.

VI. The Election of Lincoln.

This unit is introduced because it is a well-known fact that on the election of Lincoln certain Southern States seceded. Have paragraph 394 studied, and tell of the origin of the present Republican party in 1854, not attempting to relate it to previous parties, but simply bringing out the fact that our present Republican party was organized in 1854, and that it was composed of those who were opposed to the further extension of slavery.

Make a story of the election of Lincoln, bringing out the "rail-splitter" incident. Have paragraphs 400-402 of the text studied in connection with this unit. Emphasize the fact that his election made certain Southern States determined to secede from the Union. On this unit, the Schurz articles in *McClure's* will be found valuable. The following material will also prove of value:

- HART: *Contemporaries*, Vol. IV, pp. 151-164.

Add Questions 175-182 of the cumulative review during the teaching of this topic.

TOPIC XXIV. PROGRESS OF THE COUNTRY BETWEEN 1840 AND 1860.

(Based on Chapter XXVI of the Text.)

GENERAL READING FOR TEACHERS.

HART: *Essentials in American History*, Ch. XXVII.

GENERAL READING FOR PUPILS.

MACE: *School History of the United States*, pp. 279-294.

DOUB: *History of the United States*, pp. 415-432.

MOWRY: *American Inventions and Inventors*, pp. 172-177, 270-285.

WRIGHT: *Children's Stories of American Progress*, Ch. XII.

GORDY: *American Leaders and Heroes*, Ch. XXIII.

BROOKS: *Historic Americans*, Ch. XXII.

ILLUSTRATIVE MATERIAL.

LANE AND HILL: *American History in Literature*, pp. 135-140.

SMITH: *Fortunes of Oliver Horn*.

PAGE: *In Ole Virginia*.

CLEMENS: *Life on the Mississippi*.

Huckleberry Finn.

CABLE: *Dr. Sevier*.

See note, page 16.

Preliminary Remarks and Suggestions.

In our last two chapters we have been concerned with the political history of the twenty years preceding the Civil War, but in Chapter XXVI of the text our attention is to be transferred from the troublous political disputes which kept the two sections in conflict during this period to a consideration of the rapid improvements made during the period in the conveniences of social and industrial life. While the content of the chapter has a relation to the great sectional struggle we are now considering, we shall only make it incidental and shall simply develop some of the social and industrial improvements of the period, without attempting to relate them from the standpoint of cause and effect to the Civil War which follows. However, the teaching of the chapter as apart from its relation to the Civil War need not preclude the pointing out at the end of the chapter the fact that the development which they have been considering has affected the North far more largely than the South, and has tended to still further press the two sections apart, pointing out the fact that the North, being industrial in character and taking advantage of these inventions of this period, had gone rapidly ahead, while the South hampered by the institution of slave labor had not been able to take advantage of these means of progress, and as a consequence had made little advancement.

There are two important things which we wish to do in this chapter: First, we are to get from the study of it an impression that this was a period of progress. This impression is to be gained from a number of concrete ideas, viz., from seeing the growth in population of the Mississippi Valley states and the increased immigration during this period, from a consideration of the great number of mechanical inventions perfected during the period, from a contrast with the previous times as regards mechanical and other conveniences. In the second place, we are to expand

the meagre paragraphs of the chapter into well told stories in case of the three or four numerous inventions and inventors which are best known and have become common knowledge. While the name of Chaffee, in connection with rubber, and Drs. Jackson and Morton, in connection with the discovery of anæsthesia, are not well known, not known to the average man, the stories of Morse and the telegraph, of Field and the Atlantic cable, have become folklore in American life. The McCormick reaper is a household term in the United States.

Not only have some of these men and some of the stories of their inventions become common knowledge, but there has come to be a common attitude toward them. In most cases these men have only been successful after long and tremendous struggles, struggles which often meant hunger and despair. Their struggles have become world knowledge, and with the knowledge has come an attitude of admiration for the persistence and courage of these men. In order to get this knowledge and attitudes it will be necessary to expand the meagre paragraphs in the text into well told stories which give the emotional thrill which must come from the consideration of their struggles.

In the chapter we shall consider something of the movement of population and the question of immigration, something of the advance in modern conveniences and mechanical improvements; we shall then take up the stories of some of the best known inventions of the period, and we shall end our lesson with a discussion of the effect of this progress on the North and South. We shall call our topic **PROGRESS OF THE COUNTRY BETWEEN 1840 AND 1860**, and shall divide it into seven units:

- I. MOVEMENT OF POPULATION.
- II. ADVANCE IN MODERN CONVENIENCES AND MECHANICAL IMPROVEMENTS.
- III. THE STORY OF THE SEWING MACHINE.
- IV. THE STORY OF THE HARVESTER.
- V. THE STORY OF THE TELEGRAPH.
- VI. THE STORY OF THE ATLANTIC CABLE.
- VII. EFFECT OF PROGRESS ON THE NORTH AND SOUTH.

The teacher may introduce the lesson by saying that we are now to study something of how things improved during the period before the Civil War, of how a great number of inventions were made, how many conveniences which have become common to-day were just coming into use during this period, that we are to see how the country east of the Mississippi was becoming very thickly settled. We are now ready for our first unit, which is—

I. Movement of Population.

Have text paragraphs 403, 404, and 405 carefully studied by the class. Bring out the fact that by 1840 the country was little settled west of the Mississippi. Contrast the picture of Chicago in 1832, as given in the text, with a bird's-eye view of modern Chicago. Contrast the population of some of the western cities of that period with their present population. Show how railroads, canals, and steamboats developed the region between the Allegheny Mountains and the Mississippi River during this period.

Discuss the map showing distribution of population in 1850 as shown on page 367. Name the states which have been admitted to the Union between 1820 and 1860 and locate them on the map. Show by three maps, or by making one outline map grow, the United States in 1790, in 1820, and in 1860, the map to show states in the Union in each case.

In the latter part of the unit introduce the question of foreign immigration. Base it on paragraph 405. As the term is to be used later in the history, explain it, and tell something of foreign immigration during the period, bringing out the fact that it went largely to the North. The problem of immigration will appear later in the course and need not be too fully treated at this point, as it had not by 1860 become a pressing problem in American life.

II. Advance in Modern Conveniences and Mechanical Improvements.

Have text paragraphs 406-409 carefully studied. The discussion of the material of these paragraphs will be the chief work of this unit. Emphasize the idea that this was a period of improvement in public conveniences. Show that during this period people were beginning to have the things which have come to be common in our life. Contrast a city of this period with a city of Washington's time, showing the improvements which had been made, and then contrast it with a city of to-day, to show that even with its advance it was lacking as compared with a modern up-to-date city. Make this concrete. Make the whole unit concrete by describing the bringing into use of the concrete conveniences, such as express service, improved postal services, and the mechanical inventions enumerated in paragraph 409. In this connection explain the terms patent and patent office, terms common to American life. Explain briefly how a man in the United States gets the profit out of an invention which he has worked out. In other words, the process of the patent right. In the next few units we shall make this unit still more concrete by giving the stories of some of the important inventions of this period.

III. The Story of the Sewing Machine.

Have text paragraph 410 carefully studied. This paragraph will form the basis of our unit. With this paragraph as an outline, and with the material given below to supplement, make a story of the long, hard struggle of Elias Howe in his attempt to invent his sewing machine and make the world use it. Show the value of his invention, bringing out by discussion the fact that it has become indispensable to our home life. MOWRY: *American Inventions and Inventors*, pp. 172-177, will furnish good stories on this unit. Also HUBERT: *Inventors* (Men of Achievement series), pp. 99-110. These two books in fact will furnish good supplemental material on all the best known inventors.

IV. The Story of the Harvester.

Have text paragraph 411 studied by the class. In this unit give the story of Cyrus McCormick and his reaper. The life story of Cyrus McCormick is perhaps not so well known, but his invention and the connection of his

name with the reaper has become common knowledge, and the story is put in for that reason. HUBERT: *Inventors* (Men of Achievement series), pp. 207-222, and MOWRY: *Inventions and Inventors*, pp. 117-123, will furnish material for this. Compare the modern reaper with the old hand scythe and sickle method of our forefathers. This should be done in fact with all the inventions studied in this chapter. Show how crude previous methods had been, and how the invention has tended to make labor easy, increased production, and added to the comfort of the world. The world is coming to have a common attitude of appreciation for the work of our great inventors. They are coming to be ranked with those who have made additions to civilization. It is, therefore, the business of the history teacher to give this new world attitude. We are now ready for our next unit, which is—

V. The Story of the Telegraph.

Have text paragraph 412 studied. This is one of the best known stories of invention. Morse and the telegraph have become world knowledge. Develop in the same way as in the two previous units, making a story with strong emotional thrills of the struggle of Morse, of his uphill fight to give his country an invention which would revolutionize its life. Picture to your class the condition to-day if telegraphic, and telephonic communication which grew out of it, were suddenly abolished. Show by this picture what Morse's invention has come to mean to our business and social life, emphasize this especially on the side of daily news. Chapter XXIV, in SPARKS': *Expansion of the American People*, gives a good account of the times just preceding Morse's invention, and tells of the invention and its effect on this middle period. Tell the story as shown in a cartoon of Morse's time of the woman who sat for two hours watching the new wires and finally gave up in disgust, saying, "Well, I've been a-watching these plaguey wires these two hours and haven't seed a single letter or anything else pass." MOWRY: *Inventions and Inventors*, pp. 265-277, will furnish material, as will "*Inventors*," mentioned in preceding unit, pp. 111-154. Additional material will be found in PERRY: *Four American Inventors*.

VI. The Story of the Atlantic Cable.

Have text paragraphs 413 and 414 read and discussed. Have text paragraphs 415 and 416 studied. With these paragraphs and with the material given below as a basis, make an interesting story of Cyrus Field and his idea of connecting the American continent with Europe by a cable. Emphasize the difficulties encountered in laying the cable, making an interesting story of the repeated failures and final success. In all of these units on well known inventions do not attempt a scientific discussion of the mechanism and construction of the invention, but explain simply and briefly in terms suited to the mind of the child the machine or instrument and how it works. Show the effect of the great cable lines on modern life. Picture the effect on present international relations, social, industrial, and political, if the cable service were suddenly abolished. Show how it tends

to make the world one, how it might help in avoiding war, how it makes a world market instead of a local market. Additional material may be found as follows:

Ref. GUERBER: *Story of the Republic*, pp. 257-262.

MOWRY: *American Inventions and Inventors*, pp. 278-285.

LANE AND HILL: *American History in Literature*, pp. 135-140.

Our last unit is—

VII. Effect of Progress on the North and South.

This unit can be readily related to the units which have preceded, as its purpose is to show the effect of these improvements in making life more livable, and how this period of improvement affected the two sections North and South.

Have text paragraphs 417 and 418 carefully studied. Bring out the idea by discussion that the inventions of this period tended to raise the standard of living. Make this concrete by showing in review the specific value of the improvements of the period, illustrating the way in which they made the life of the people more comfortable. Show in an elementary way how these inventions combined with previous inventions, the steamboat, cotton gin, and railroad development, have tended to turn the country from agriculture to manufacturing, have tended to build cities and thickly populated districts. Bring this idea out, especially as regards the two sections the North and South. Contrast the two sections as they were before the war. The plantation, the slave, and agriculture in the South; in the North more and more manufacturing, small farms, and free labor. Show how the North took advantage of the numerous inventions of the period, while the South did not. Emphasize the idea that immigration from Europe shied at slavery in the South and turned to the North and the West, tending to populate these regions more thickly.

We have mentioned specific attitudes to be developed on the most of the units. There is also a general attitude on the whole period which seems to be common, and that is admiration for the industrial development and invention of the period, of admiration for the rapid strides made in populating and developing a region which a few years before had been a wilderness. There is also a common attitude of satisfaction in the advances which have been made in the way of modern comforts in the life of the common people. Besides the material already suggested, the following will be found of value on Units I and VII:

Ref. CHANNING: *Students' History of the United States*, pp. 481-493.

HART: *Essentials in American History*, Ch. XXVII.

SHELDON: *Studies in American History*, pp. 308-314.

Add Questions 182-184 to the cumulative review. Remember that the class is to review Questions 1-182.

TOPIC XXV. THE WAR FOR THE UNION.

(Based on Chapter XXVII of the Text.)

GENERAL READING FOR TEACHERS.

ELSON: *Sidelights on American History*, Vol. II, Ch. I-VI.

HART: *Contemporaries*, Vol. IV, pp. 303-306, 336-338, 359-363, 368-376, 422-440.

HAPGOOD: *Abraham Lincoln*, Ch. IX-XIV.

FITZHUGH LEE: *General Lee*.

GENERAL READING FOR PUPILS.

COFFIN: *Life of Lincoln*.

ROOSEVELT AND LODGE: *Hero Tales from American History*, pp. 227-236, 250-278, 280-300.

McMURRY: *Pioneers of the Mississippi Valley*, Ch. X.

BALDWIN: *Abraham Lincoln*.

Civil War Stories Retold from St. Nicholas.

Strange Stories of the Civil War.

MORRIS: *Historical Tales* (American), pp. 241-318, 331-344.

BROOKS: *Historic Americans*, Ch. XXIV-XXVI.

GORDY: *American Leaders and Heroes*, Ch. XXIV-XXV.

TAPPAN: *American Hero Stories*, pp. 254-265.

MOWRY: *American Pioneers*, pp. 239-255.

HART: *Romance of the Civil War*, pp. 117-342, 381-418.

BLAISDELL: *Stories of the Civil War*.

HALE: *Stories of War*.

EGGLESTON: *Southern Soldier Stories*.

ILLUSTRATIVE MATERIAL.

COFFIN: *Boys of '61*.

PAGE: *Two Little Confederates*.
Among the Camps.

KIEFFER: *Recollections of a Drummer Boy*.

CHURCHILL: *The Crisis*.

CABLE: *The Cavalier*.

GLASGOW: *The Battleground*.

LANE AND HILL: *American History in Literature*, pp. 146-158.

PICTURES.

CENTURY COMPANY: *Battles and Leaders*.

Harper's Pictorial History of the Rebellion.

See note, page 16.

Preliminary Remarks and Suggestions.

Chapter XXVII of the text deals with the war for the Union, at least with the land fighting, the naval phase of the war being postponed to the next chapter. While our text is an improvement over many, in that it cuts down very greatly the mass of detail usually given in treating the Civil War, it is the purpose of our course to still further eliminate, omitting much of the military detail given. The reasons for this are manifest. The world at large knows little and cares less about the mass of military details involved in the history of the Civil War. Much of the military details, not only of the Civil War, but of other wars, has been kept alive longer than it would otherwise have been through the agency of the schools. In later years, however, the tendency in text-books and schools has been to lay less emphasis on wars and military affairs and to give more attention to social and industrial history. This is rightly so, and it should be the business of the schools to still further eliminate, keeping in the course only

those wars, battles, stories, and leaders which the world holds firmly in remembrance, and on which it still has lasting attitudes.

With this idea in mind we shall teach those facts of the Civil War which the world of to-day remembers and uses. We shall determine, therefore, those battles which the world remembers, those names of leaders which have become world famous, the incidents, sayings, and songs of the war which have come to be a part of our American folklore.

This does not mean that these battles, names, and incidents are to be taught as bare facts. Where our fact is a battle, we shall develop and illuminate it, or where it is a great leader whom the world cherishes, we shall attempt through stories which are characteristic to give the world knowledge and the world attitude. This will usually mean the expansion and illumination of the material given in the book.

The ideas which we are to develop on this chapter are as follows: the preliminary events, including the act of secession, the firing on Fort Sumter, and the call to arms; the story of how the Mississippi Valley was won, the emphasis being laid on Farragut at New Orleans and Grant at Vicksburg; the story of the Emancipation Proclamation, the Barbara Frietchie incident, the Gettysburg story, Sherman's March to the Sea, the story of Sheridan's Ride, and the Fall of Richmond, which includes the last fighting and the surrender of Lee. Besides these incidents there are eight names with which pupils are to be made familiar and which they are to remember. These are Grant, Lee, Lincoln, Farragut, Sheridan, Sherman, Jefferson Davis, and "Stonewall" Jackson. There are two poems in connection with the war which would seem to be a part of our race culture, and these are included in the incidents mentioned above. They are *Barbara Frietchie* and *Sheridan's Ride*. We shall also place in the list three songs, viz., *Marching Through Georgia*, *Dixie*, and *Tenting on the Old Camp Ground*.

This material, with one or two naval incidents and names which will be developed in the next chapter, comprises what would seem to be the world knowledge of the Civil War. If the boy or girl, therefore, knows that our country passed through a great civil war between two sections, the North and South, and knows besides this what has been indicated above, he will be as intelligent as is our average American citizen regarding our great civil struggle.

We shall call our topic THE WAR FOR THE UNION, and shall divide it into eight lesson units, as follows:

- I. HOW THE WAR BEGAN.
- II. THE WINNING OF THE MISSISSIPPI VALLEY.
- III. THE EMANCIPATION PROCLAMATION.
- IV. THE STORY OF BARBARA FRIETCHIE.
- V. THE STORY OF GETTYSBURG.
- VI. SHERMAN'S MARCH TO THE SEA.
- VII. THE STORY OF SHERIDAN'S RIDE.
- VIII. THE FALL OF RICHMOND.

It will be seen at once that while only the best known battles of the war have been selected as topics that there is unity in our topics. The whole Civil War is a story, and the topics selected fit into this story. The North

wins the Mississippi Valley, it breaks the Confederacy in two by Sherman's march to the sea, it captures Richmond, the Confederate capital. The topics selected can be fitted into this concise story of the whole war.

The teacher may introduce the lesson by saying that we have seen the republic, during the last forty years, expanding toward the West, that this expansion has caused the two sections, the North and South, to quarrel bitterly as to whether this new territory should be "slave soil or free soil," that they had become more and more determined, each in his own view of the matter, that constant irritations over the question of slavery and its extension had pushed them further and further apart until with the election of Lincoln a number of Southern States drew out of the Union. That we are to see how the two sections wage a great war, the South trying to get out of the Union, the North trying to keep her in.

We are now ready for our first unit, which is—

I. How the War Began.

In this unit we purpose giving those preliminary events of the war which are well known. Review through the cumulative review the incidents which during the last forty years had tended to push the two sections apart. (Question 147 to Question 185 of the cumulative review.)

Have text paragraphs 419-425 carefully read. Bring out through these paragraphs how on the election of Lincoln a number of Southern States seceded. Explain the term secession. This can best be done by telling briefly what South Carolina did. While the question of slavery and its extension has been emphasized in recent lessons as the great cause of dissension between the two sections, the question of states' rights had been put forth by the South before and was held by them at this time as a cause of dissension. The theory of states' rights is a well known idea in American life and should receive some attention. We have already touched on it briefly. (See Unit III, Topic XXI.) Explain again in an elementary way the states' rights theory, not laying too much emphasis on its history, but rather on the theory as held at that time by the South. Emphasize the fact (using knowledge of class in review) that in the Colonial period and the early period of the republic, the lack of transportation and communication facilities had tended to make units of the states, had tended to give them a high opinion of their individual power, rights, and possibilities. Bring out the fact, in review, that in early times the states lived largely to themselves. Bring out this idea by contrast with present times, where railroads, telegraph, modern improvements, world market, travel back and forth have tended to break down provincialism and do away with sections.

Have text paragraph 425 read, and with the following material as a basis—

Ref. GUERBER: *Story of the Great Republic*, pp. 193-195.

BLAISDELL: *Stories of the Civil War*, pp. 11-23.

HART: *Source Book of American History*, pp. 299-302.

MONTGOMERY: *Leading Facts of American History*, section 318—

tell the story of the firing on Fort Sumter. Have paragraphs 426-431 read, but do not have pupils learn the details of these paragraphs.

With these paragraphs as a basis, develop the stand taken by Lincoln regarding secession and the firing on Fort Sumter. Emphasize the fact that he was determined to preserve the Union and uphold the Constitution. Tell how he called out volunteers, and bring out the attitude of the North. Call attention to the map on page 384, which shows the regions controlled by the two sections. Note the border states which did not secede, although slavery existed within their borders.

II. The Winning of the Mississippi Valley.

This topic is put in not because most school histories at the beginning of their treatment of the Civil War state the three plans of the North, one of which was the gaining of control of the Mississippi, and then proceed to tell about it. It is put in under this title because of the fact that our lasting memories of the great struggle include a knowledge of the fact that two struggles, one at New Orleans and the other at Vicksburg, gave the North control of the Mississippi Valley.

Our topic, then, will consist of two stories: (a) FARRAGUT AND THE CAPTURE OF NEW ORLEANS, the other (b) GRANT AND VICKSBURG. Although the Mississippi Valley campaign consisted of many other engagements, it is our purpose to center on these two incidents. We shall omit the learning and remembering of such battles as Iuka, Corinth, Holly Springs, Island No. 10, and Murfreesboro. The teacher of history, not to mention the pupil, would have to prepare daily on these engagements in order to remember them. What person in actual life, in life outside the schoolroom, has to remember who the opposing generals were at the capture of Fort Pillow, how many were killed at Corinth, or what Price did after the battle of Iuka. On the other hand, the average person of intelligence does connect Farragut with the capture of New Orleans and Grant with the fall of Vicksburg.

Again, these facts worth knowing are not to be taught merely as bare facts, as a rattling of dead words, but are to have a connotation based on the presentation of a number of facts and incidents. They are to call up pictures which the world still holds: one of the bold dash of the gallant Farragut, the other of the determined resistance of well protected Vicksburg, and the bulldog tenacity of "Unconditional Surrender" Grant.

We shall present these few facts and notions of the Mississippi campaign which are worth knowing and remembering through two stories. These stories will expand and illuminate the material on the two incidents as given in the text. The first of these is: (a) *Farragut and the Capture of New Orleans*. Omit text paragraphs 432-437. Have paragraph 438 carefully studied by the class. Our text gives but a bare statement of what happened. This we shall enlarge into a well told story. Use two maps in the telling of the story; one a map of the United States, to show the strategic position of New Orleans at the mouth of the Mississippi, the other a more detailed map on a large scale of the lower part of the river. Use this second map constantly in making clear the story as it is told. This should always be done in giving accounts of battles. Military maneuvers are hard enough

for adults to understand unless they have an adequate idea of the topography involved. They become doubly difficult in the case of young children. While our paragraph gives an outline for a story of the battle, the following material will furnish the detail for the story:

- Ref. HART: *Source Reader*, No. 4, *The Romance of the Civil War*, pp. 177-179.
ROOSEVELT AND LODGE: *Hero Tales from American History*, pp. 302-322.
GUERBER: *Story of the Great Republic*, pp. 183-188.
Civil War Stories Retold from St. Nicholas, pp. 88-103.

Connect this story with the fact that Grant is fighting up the river. Give color and add detail in making a thrilling story. For example, make dramatic the cutting of the cables and the breaking of the boom, the danger from fire ships and the batteries on shore. See HART: *Source Reader*, reference for this.

Our world attitude on Farragut is one of admiration for his boldness and bravery, and this, together with the fact that he captured New Orleans, is only to be gotten and remembered through a realistic story of the event. This event, as well as other battles, naval and land, should be made as realistic as possible. The teacher should use pictures whenever available.

Our second story in this unit is: (b) *Grant and the Siege of Vicksburg*. This story should be made a part of our story of the capture of the Mississippi Valley. While we have said above that the details of the other engagements are not to be given, the teacher in the Vicksburg story should bring out the fact that there was other fighting preceding the final conquest of the Mississippi Valley through the fall of Vicksburg. The class has already seen how Farragut opened the mouth of the river.

A good map of the valley should be used in the introduction to the story. The teacher may introduce the Vicksburg story by saying that now we have seen how Farragut opened the lower part of the river, we will see how the upper part of the river was opened as far as Vicksburg, and how that city was finally captured by Grant. The introduction to the Vicksburg story is to be made by the teacher. No text study of the preliminary campaign up the river will be made by the class.

Using the map of the valley let the teacher sketch briefly how the Union Army fought its way down the river, mentioning battles, but going into no details, showing that the Confederate line was gradually rolled back. Do not expect the class to remember names of any of these preliminary battles. This having been done, we now take up the siege of Vicksburg. Use a map of the region surrounding Vicksburg, giving the territory in enlarged detail.

In our New Orleans story we centered the interest around Farragut. In the Vicksburg story we shall center around Grant. With the following material as a basis, make a story of the siege:

- Ref. ROOSEVELT AND LODGE: *Hero Tales from American History*, pp. 238-248.
HART: *Source Book of American History*, pp. 320-323.
GUERBER: *Story of the Great Republic*, pp. 206-210.
HART: *Contemporaries*, Vol. IV, pp. 368-372.

Emphasize the difficulties involved in capturing the place. The topography of the country shows this. Keep constantly before the class the

strategic importance of Vicksburg as a reason for the desperateness of the attack as well as the defense. The world remembers Vicksburg as a critical event of the war. By adding detail, make a vivid picture of the desperateness of the defenders of the fort. This can be done by showing the persistence of the attack, the constant shelling of the town, underground mines, lack of food, disease, impossibility of help from the outside. CHURCHILL: *The Crisis*, Chapters VII and VIII, will help this phase of the story. Emphasize Grant's bulldog tenacity, the characteristic which is world knowledge. Bring out the term "unconditional surrender," which, although not made as regards Vicksburg, may be brought in at this point. Emphasize the fact that the fall of Vicksburg gives the Union control of the whole of the Mississippi Valley. In connection with this unit give a sketch of the career of Grant. The following material will furnish a basis:

Ref. BROOKS: *The True Story of Grant*.

BURTON: *Four American Patriots*, pp. 195-254.

HART: *Source Reader*, No. 4, pp. 179-183, 189-191, 257-259.

BROOKS: *Historic Americans*, pp. 369-383.

In connection with this unit keep constantly before the mind of the class that other armies are fighting in the East, in Maryland and Virginia.

III. The Emancipation Proclamation.

Have text paragraph 441 carefully studied by the class. In this unit tell the story of how Lincoln about the middle of the Civil War, by virtue of his power as commander-in-chief of the army and navy, issued the Emancipation Proclamation. McMaster points out that it is very necessary to state clearly what slaves were freed by the proclamation. This is questionable. The average citizen probably cares little about knowing just what portion of the negroes were freed by the proclamation. He simply knows that the Emancipation Proclamation was issued by Lincoln during the war, freeing negroes. Notable statues show Lincoln standing over a kneeling negro, the broken shackles falling from his arms.

We have already treated Lincoln and his character to a certain extent in a preliminary chapter. This topic will offer an opportunity for a further study of Lincoln, particularly as regards the part he played in the war. Popular knowledge and popular appreciation of Lincoln is growing as time goes on. He is regarded far more highly to-day than he was thirty years ago. Lincoln's policy, his love of humanity, his great heartedness, his love for the Union, and his desire to save it may be brought out at this point. CHURCHILL'S: *The Crisis* gives a fair account of the character of Lincoln. The following will prove helpful:

Ref. HAPGOOD: *Abraham Lincoln*.

McMURRY: *Pioneers of the Mississippi Valley*.

BROOKS: *True Story of Abraham Lincoln*.

BALDWIN: *Abraham Lincoln*.

GUERBER: *Story of the Great Republic*, pp. 161-167, 239-247.

GORDY: *American Leaders and Heroes*, pp. 282-301.

The articles by Carl Schurz mentioned in previous chapters as running in *McClure's* for 1907 will throw much light on the life and character of Lincoln.

IV. The Story of Barbara Frietchie.

This story does not find place in our text and is fiction. Nevertheless, it will be put into the course, not because it is of historical importance, but because it is common knowledge. Base the story on Whittier's poem. Under this topic introduce the Southern hero "Stonewall" Jackson, telling how he got his nickname, and giving something of his character and career, his part in the early years of the war as Lee's great lieutenant. The following gives material on Jackson:

- Ref. HART: *Source Reader*, No. 4, pp. 266-269, 291-292.
ROOSEVELT AND LODGE: *Hero Tales from American History*, pp. 213-223.
HART: *Contemporaries*, Vol. IV, pp. 282-284.
HOVEY: *Stonewall Jackson*.

V. The Story of Gettysburg.

This is one of the best known battles of the war. As a preliminary to the battle we shall sketch briefly the fighting in the East during the first two years of the war. This will consist of tracing on the map briefly the movements of the armies, mentioning the most important battles, but giving no details. Pupils are not expected to study this preliminary sketch, nor are they expected to remember names of battles and commanders. This sketch is for the purpose of giving the notion which is well known that there was long and hard fighting in Maryland and Virginia, and even up into Pennsylvania. This preliminary work may be done by the teacher. With an outline map of the eastern part of the United States sketch briefly the most important movements of the armies in the East, mentioning the most important engagements.

Have text paragraph 442 carefully read by the class. This is a mere outline, and the following additional references will furnish further material for bringing out the points which follow:

- Ref. BLAISDELL: *Stories of the Civil War*, pp. 99-109.
Civil War Stories Retold from St. Nicholas, pp. 104-122.
HART: *Source Reader*, No. 4, pp. 321-327.
HART: *Contemporaries*, Vol. IV, pp. 372-376.
ELSON: *Sidelights on American History*, Vol. II, pp. 98-131.

Use a detailed map of the Gettysburg battleground. Eliminate intricate military terms. Use terms adapted to the pupil. Make a story of the three days' fighting. Emphasize the fact that the Gettysburg campaign was the critical campaign of the war, and in this way add to the dramatic effect of the story. Use pictures if available.

Bring out Lee's part in connection with the campaign. Give a sketch of Lee's career and character. Lee, like Lincoln, is coming to be better known as time goes on. Emphasize the greatness and nobility of Lee's character. The following will furnish material on Lee and his career:

- Ref. GUERBER: *Story of the Great Republic*, pp. 247-252.
MORRIS: *Historical Tales* (American), pp. 231-240 and 345-358.
Magazine Outlook for January, 1907.
HART: *Source Reader*, No. 4, pp. 192-196.
HART: *Essentials in American History*, paragraph 409.

Read Lincoln's Gettysburg address to the class in connection with the story.

Emphasize the fact that in this campaign the South has carried the fighting into the North, but are forced to go back again across the Mason-Dixon line. Why is this called "the high-water mark of the Confederacy?"

VI. Sherman's March to the Sea.

Have text paragraph 444 read by the class, and paragraphs 445 and 446 studied. With the paragraphs of the text as an outline, and the following material furnishing detail, tell the story of Sherman's march to Atlanta and then on to the sea:

Ref. GUERBER: *Story of the Great Republic*, pp. 219-222.

BLAISDELL: *Stories of the Civil War*, pp. 138-146.

Civil War Stories Retold from St. Nicholas, pp. 190-201.

HART: *Source Reader*, No. 4, pp. 277-280, 312-318.

HART: *Contemporaries*, Vol. IV, pp. 428-432.

Use a map of the United States in telling the story, tracing Sherman's line of march carefully. Emphasize the fact that it was a march through the heart of the Confederacy. Spend an imaginary day with Sherman's army, fighting off attacks, burning railroads, destroying property, and hunting for rations. Emphasize the fact that the South was in a devastated condition by the end of the war. Connect the topic with the song "Marching Through Georgia." Call attention to the Southern song "Dixie." Bring out Sherman's part in the campaign, sketching briefly his career and character. Use pictures if available. Most texts and supplementary books show pictures of the army on the march.

VII. The Story of Sheridan's Ride.

Unlike the Barbara Frietchie story, the story of Sheridan's ride has a place in most texts and is given a paragraph in our text. Have text paragraphs 447 and 448 read and discussed by the class. This furnishes an introduction to our story. Have paragraph 449 read, and with this and the following as material, tell the story of Sheridan's ride:

Ref. ROOSEVELT AND LODGE: *Hero Tales from American History*, pp. 279-291.

HART: *Contemporaries*, Vol. IV, pp. 422-428.

Strange Stories of the Civil War, pp. 163-185.

The poem, which will be found in HART: *Source Reader*, No. 4, pp. 281-282, may be used as a basis for the latter part of the story, and should be read in connection with the unit.

VIII. The Fall of Richmond.

In this topic we shall bring the war to a close. Have paragraphs 450-452 of the text carefully studied by the class. Beginning where we left the fighting in the East at Gettysburg, as an introduction to our last unit, trace briefly the career of Lee's army up to the time of the final struggle for Richmond. Use a map for this, but do not go into the details of the battles which occurred. Then, with Grant in command of the army of

the East, develop the story of the desperate fight around Richmond, closing with Lee's surrender at Appomattox Courthouse.

Ref. HALE: *Stories of War*, pp. 226-264.

COFFIN: *Boys of '61*, pp. 508-572.

COFFIN: *Life of Lincoln*, pp. 496-526.

SHELDON: *Studies in American History*, pp. 358-361.

HART: *Essentials in American History*, pp. 484-485.

Use a detail map for this final campaign. Emphasize the part Lee and Grant each played in the final struggle. Quote Grant's famous remark, "I will fight it out on this line if it takes all summer." Show Grant's magnanimity and chivalry in the details of the surrender. Emphasize Lee's splendid attitude as to the future policy of the South, his acceptance of the verdict, and the use of his influence to help the South rebuild on a new foundation.

In the story of the final campaign bring out the hopelessness of the Southern cause; no crops, no money, blockaded, available men exhausted by war, no others available. Show that the North was, on the contrary, becoming stronger; no devastation, plenty of resources, free intercourse with the world, plenty of men for the army.

Tell briefly of the dispersion of the two armies. Contrast the home to which the Confederate soldier returned with the home of the Union soldier. The paragraph above suggests the contrast.

We have already indicated specific attitudes to be developed on each of the topics. There would seem to be also a general attitude on the whole war. First, the war was inevitable. It had to come, and it was best for the country that it turned out as it did. North, South, East, and West are now strongly knit together. South as well as North now realizes that slavery was uneconomic, and that the country is better off without it. It is undoubtedly a common attitude even in the South that a division of the country would have been most unfortunate. With better railroad communications, new industries in the South, more travel back and forth, a better understanding has grown up during the last forty years. The truth of the matter is, that with the new industrial and social problems now pressing on the nation as a whole little time is left for digging up dead issues and reopening old sores. Since the world, then, is forgetting the old issues and the old feuds, it certainly should be the part of our schools in treating this period of our history to do nothing which will tend to reopen or keep alive old animosities and old prejudices.

Don't forget the cumulative review. Add Questions 185-202 during the teaching of this topic. Our review now consists of 202 questions. By asking on an average twenty questions a day, the whole review may be covered in about two weeks.

TOPIC XXVI. THE WAR ON THE SEA.

(Based on Chapter XXVIII of the Text.)

GENERAL READING FOR TEACHERS.

HART: *Contemporaries*, Vol. IV, pp. 330-334, 356-359, 363-368, 416-418.

GENERAL READING FOR PUPILS.

HART: *The Romance of the Civil War*, pp. 342-381.

PICTURES.

The Battle of the Monitor and Merrimac.

The Sinking of the Alabama.

See note, page 16.

Preliminary Remarks and Suggestions.

Chapter XXVIII of the text is in reality merely a continuation of our last topic. It deals with the naval side of the war, and might have been worked in with the land battles, but since our author chose to make a separate chapter of the war on the seas we will follow his plan.

Our basis for the selection of material from the chapter is the same as that giving the notes on the land fighting; in fact, we have already hinted in the previous lesson at what the content of the present lesson would be. We shall select only those battles and incidents which are best known and make stories of them. There are three incidents in the chapter which we shall teach, and we shall divide the lesson therefore into three units:

I. THE BLOCKADE AND BLOCKADE RUNNERS.

II. THE ALABAMA AND KEARSARGE.

III. THE MONITOR AND THE MERRIMAC.

We shall make stories of each of these three topics and shall indicate the names worth remembering. We shall add to the list of names given in the previous chapter only one, that of John Ericsson, the inventor. Farragut is really a naval hero and would come in under this chapter of the War on the Sea, but we have followed the text in putting him in with the Mississippi Valley campaign.

It is our purpose in this lesson then to tell something of the blockade and blockade running during the Civil War which is undoubtedly common knowledge, to tell of the struggle between the *Monitor* and *Merrimac*, the most commonly known naval story of the war, and to tell the story of the battle between the *Alabama* and the *Kearsarge*. This last is somewhat questionable from the common knowledge standpoint, more so now than twenty years ago, which is of course true of much of the Civil War material.

In these three stories we shall enlarge on the detail given in the book, especially as regards Units I and II. The teacher may introduce the lesson by saying that we have seen how the fighting was carried on with the armies, and that we will now see how the North and South fought on the sea during the five years of the war. That we are to see the North blockading the Southern ports in order to keep the South from trading with other nations and getting supplies, and that we are to see how the South got ships and fought back; that we are to study the stories of one of these Southern ships, the *Alabama*, and are going to hear the story of the fight between

the first ironclads ever built. We are now ready for our first unit, which is—

I. The Blockade and Blockade Runners.

Have paragraphs 453-454 of the text read and paragraphs 455-457 studied by the class. Explain the word blockade, which is a common knowledge term, and define it especially in connection with what is meant by the blockade during the Civil War. A boom stretched across a harbor is a blockade, but what is meant by a blockade here is the placing of ships at Southern harbors to prevent communication with the South, to prevent her trading and receiving supplies. Use a map on this unit showing principal Southern ports. Emphasize the fact that the South needed to sell her cotton, also the fact that she had little manufacturing and had to get supplies for every-day needs as well as war supplies from abroad. With the following material—

Ref. HART: *Romance of the Civil War*, pp. 358-362.

HART: *Contemporaries*, Vol. IV, pp. 356-358.

BROOKS: *The American Sailor*, pp. 247-270—

make a concrete story of blockade running. Bring out the dangers and make a thrilling story. Tell what the ship was loaded with and how much depended on it slipping past the blockading fleet. After making clear the idea of blockade by concrete stories, develop the fact that this sort of thing was going on along the whole Southern coast. Bring out the fact that Northern manufacture and trade was unimpeded.

II. The Alabama and the Kearsarge.

Have paragraph 459 of the text studied by the class. Tell the story of the career of the most noted of the Confederate cruisers, the *Alabama*. After this introduction, tell the story of how she fought with and was sunk by the *Kearsarge*. Get pictures, if possible, to show the battle. Many supplementary books contain them. Bring out the fact that such interference with commerce as was carried on by the *Alabama* was common during the war. The following references will furnish material for the story of the *Alabama*:

Ref. BLAISDELL: *Stories of the Civil War*, pp. 124-129.

ELSON: *Sidelights on American History*, Vol. II, pp. 215-225.

III. The Monitor and the Merrimac.

Have paragraphs 460-463 of the text studied by the class. This is the best known naval story of the war. Sketch the early damage done by the *Merrimac* in sinking the *Cumberland* and *Congress*, these two names not to be remembered, however. Make a thrilling story of how on the next day she steamed out to finish the work of destroying the Union fleet, and was surprised by the little *Monitor*. Make a detailed story of the desperate battle between the two ironclads. Use a detailed map of Hampton Roads in telling the story. Show the Union fleet. In telling the story explain in a simple way the construction of the two vessels, showing how they differed from the vessels which had previously composed the navy. Discuss briefly

John Ericsson and his inventions, laying the stress on what he invented rather than on his early life. Make the telling of the story dramatic and spectacular. Use pictures in telling. Emphasize the surprise of the *Merrimac* on seeing the "Yankee cheese box on a plank" steam out to meet her.

Show how this battle revolutionized future naval warfare by making wooden vessels out of date. The following material will furnish additional detail for the story:

Ref. GUERBER: *Story of the Great Republic*, pp. 189-193.

Civil War Stories Retold from St. Nicholas, pp. 33-59.

BLAISDELL: *Stories of the Civil War*, pp. 42-47.

ROOSEVELT AND LODGE: *Hero Tales from American History*, pp. 185-195.

HART: *Source Reader*, No. 4, pp. 347-358.

Questions 203-204 are to be added to the cumulative review on the completion of this topic.

TOPIC XXVII. THE COST OF THE WAR.

(Based on Chapter XXIX of the Text.)

GENERAL READING FOR TEACHERS AND PUPILS.

(See list of reading on Topic XXVII, The Civil War.)

See note, page 16.

Preliminary Remarks and Suggestions.

Our next topic is based on Chapter XXIX, which deals with "The Cost of the War." This is a subject which ought to be a part of a course in history, although it is questionable whether the material which forms the chapter in the text should be the material we should give grammar school children. Over one half of the chapter is devoted to the finances of the war, difficult enough for adults to understand. Part of it is made up of a discussion of the constitutional powers assumed by Congress during the war, good, perhaps, for constitutional lawyers, but of questionable value as material for grammar school children. If an adequate discussion of the first half of the chapter has any place at all in the schools it should certainly be in the High School course in history. The average citizen does not know, nor does he need to know, the intricacies of the financial policy of the government during the war. On the other hand, he does need to know some of the well known facts which are given in the last half of the chapter; such for instance, as the terrible loss of life during the war, and something of the life in the South, the terrible devastation of capital which took place there.

Although we shall omit discussion and study, therefore, of the first three and one half pages of the text, there are several well known terms in connection with the financial history which pupils ought to understand, and as they will be used during the remainder of the course they should be understood. Some of these terms have already, perhaps, been explained and understood. They are: *Internal Revenue*, national debt, greenbacks, national banks. Besides these terms there should be an explanation of the

pension and what it means to the United States. Show by figures the pension expenses of the current year. The pension list for 1906 amounted to \$141,034,561.

The rest of the topic we shall divide into five units, as follows:

- I. COST IN HUMAN LIFE.
- II. LIFE IN THE SOUTH DURING THE WAR.
- III. COST TO THE SOUTH.
- IV. PRISON LIFE DURING THE WAR.
- V. LIFE IN THE NORTH DURING THE WAR.

The teacher may introduce the lesson by saying that having studied the war on land and sea we will now find out something about life in the South during the war, that we shall learn something of the terrible loss of life and property as a result of the war.

Omit paragraphs 464-472 of the text. In place of them the teacher may give the definitions as suggested above in the introduction. We are now ready for our first unit, which is—

I. Cost in Human Life.

Have paragraph 473 of the text studied by the class. Show by figures the loss of human life during the Civil War. Put figures used on board. Make concrete by comparing with concrete knowledge of pupil. For instance, more than twice as many people as are now in San Francisco were killed. Show the proportion of people killed, using population figures of the United States at the time of the war. The population of the United States in 1860 was nearly thirty-one and a half millions. Discuss with the class this loss of life, showing how it was a great detriment to the nation, especially to the South.

II. Life in the South During the War.

Have text paragraphs 474 and 475 studied by the class. The discussion of these two paragraphs will be the chief work of our unit. With these two paragraphs as a basis, make a picture of life in the South during the war. Show how the blockade cut off supplies and how the lack of manufactures made living difficult. Call up in review the fact that the South being agricultural had depended largely on the outside world for its manufactured goods. Bring out the fact that war interferes with agriculture. This was the chief resource of the South, and the South was for the most part the battleground of the war. Bring out the courage of the Southern women in the face of trying hardships. Unused to labor, they ran the plantations, sewed, prepared supplies for war, gave up their husbands, sons, and sweethearts without a murmur. HART: *Source Reader*, No. 4, will furnish material on this point, pages 390-395.

Bring out the difficulties in the way of getting food. Describe the make-shifts used, such as homespun, ground wheat roasted for coffee, parched corn, etc. Bring out the faithfulness of the slaves as throwing light on the negro question.

III. Cost to the South.

By connecting this unit with the preceding, show the desperate condition in which the South was left. Picture a prosperous plantation and its owner's family before and after the war. By figures on the board show the proportion of men killed. The South is supposed to have had only 2,800,000 white men of all ages, of whom about 360,000 were lost during the war. Show the immediate loss to the South in the freeing of the slaves. Discuss the further loss of capital as brought out in text paragraph 476.

IV. Prison Life During the War.

Although our text makes no mention of it, the world still remembers something of the prison life during the war.

Tell briefly of the terrible sufferings in military prisons. Remember, however, that in teaching this unit we are to keep our viewpoint of the last two chapters, which was to keep out sectional prejudices and animosities. Show that because of the impoverished condition of the South they found it impossible to shelter, clothe, or feed their prisoners adequately, and that as a result many died of pestilence and insufficient food.

Our last unit is—

V. Life in the North During the War.

Contrast the condition of the North with that of the South, bringing out by discussion that life went on in very much the same way at the North. Bring out by discussion on the part of the class, the class being led by questions to give the information: that there was very little fighting at the North, and as a consequence very little devastation; that people went on tilling their farms and running their factories, and that the war did not use up all the available men, as there were plenty for the army and enough besides to carry on the customary occupations. HART: *Essentials in American History*, paragraph 403, will furnish material on this unit. Paragraphs 404-406 will be found serviceable in connection with the previous part of the lesson.

It should be a part of the teacher's work on this chapter not to stir up old animosities and hatreds, but to show the terrible destruction engendered by war. She should bring out strongly the terrible loss of energy, life, and capital.

Add Question 205 to the cumulative review.

TOPIC XXVIII. THE RECONSTRUCTION OF THE SOUTH.

(Based on Chapter XXX of the Text.)

GENERAL READING FOR TEACHERS.

ELSON: *Sidelights on American History*, Vol. II, Ch. VII-VIII.

HART: *Contemporaries*, Vol. IV, pp. 479-501.

ILLUSTRATIVE MATERIAL.

PAGE: *Red Rock*.

CABLE: *John March*, Southerner.

See note, page 16.

Preliminary Remarks and Suggestions.

Topic XXVIII deals with the Reconstruction Period. There are several things we wish to do in this topic. In the first place, we wish to develop the meaning of the term Reconstruction. The terms "Reconstruction" and "Reconstruction Days" are everyday terms in American life. Besides this, we wish to give those incidents and ideas of the reconstruction period which are generally known and remembered. Our text has boiled the period down to the essentials.

Much of the detail of the reconstruction problem will be omitted. Here is a good example of a problem in American life which has been solved. The Southern States are now in the Union, therefore it is not necessary to worry school children of to-day with the various plans which were proposed for bringing them back into the Union, with the bitter quarreling and bickering through which the nation passed.

With such incidents, however, as the world may still remember and talk about we will concern ourselves. For instance, the Ku Klux Klan and the assassination of Lincoln. With the three amendments passed during this period, which gave us in a way the unsolved negro problem, the world still concerns itself, and, as a consequence, the school still ought to deal with them. In other words, the Southern States have gotten back into the Union. That problem is solved, and it is not the place of the school to keep alive the now forgotten and unnecessary details of how it was done; but if in that process there were engendered problems which project themselves into the life of to-day, so much of the period as is necessary to the understanding of the problem should have place in the schools.

As a matter of convenience we shall make a slight change in the material as given in the text. The Ku Klux Klan and the Fifteenth Amendment to the Constitution are usually associated in the minds of the Americans as a part of the Reconstruction Period. Our author puts them over in Chapter XXXII, where they come chronologically as a part of Grant's administration. We shall put them in treating the subject of reconstruction with Chapter XXX. The two paragraphs are 500 and 501.

We shall divide our lesson into four units, as follows:

I. THE ASSASSINATION OF LINCOLN.

II. THE THREE AMENDMENTS, THIRTEENTH, FOURTEENTH, AND FIFTEENTH.

III. THE KU KLUX KLAN.

IV. THE IMPEACHMENT OF JOHNSON.

That there were mistakes made in the process of reconstruction, that there was much unnecessary bitterness which might have been avoided, is very

true. The issue is dead and gone, however, and we shall in teaching this topic follow the suggestion laid down in the chapter on the Civil War, that is, to leave buried the old feuds and sectional prejudices which the nation at one time felt. THOMAS NELSON PAGE, in his novel *Red Rock*, has given us a reliable and happy picture of the Reconstruction Period, a picture less tinged with bitterness and race hatred than those of Thomas Dixon. *Red Rock* is sane and safe and will be valuable for teacher and pupil. There are a few terms which are well known in connection with the Reconstruction Period, and these will be indicated in the treatment of the units.

The teacher may introduce the lesson by saying that we have seen how the two sections, the North and the South, fought a great civil war; that we are now to find out something of the period which followed the war; that we are to see how the Southern States were brought back into the Union, and how things got into running order again. We are now ready for our first unit, which is—

I. The Assassination of Lincoln.

In this unit continue the character sketch of Lincoln, which has been a part of previous lessons. Show in review how his sane and just policy has safely guided the nation through a period of stress. Discuss in review how the man had risen to the occasion. One strong national attitude on Lincoln is that of admiration for him in that he rose from a poor boy to the president's chair. Bring out this attitude strongly, emphasizing the possibilities of the individual in a nation like ours. With the following as reference material—

Ref. BALDWIN: *Abraham Lincoln*, pp. 279-282.

COFFIN: *Life of Lincoln*, pp. 511-535.

BROOKS: *Abraham Lincoln*, pp. 188-200—

tell the story of the assassination of Lincoln. Have text paragraphs 477 and 478 studied in connection with this unit. While at the time of the event, owing to bitter feeling pervading the nation at that time, the attitude in the South was mixed, to-day South, North, East, and West have but one attitude on the event—that it was a terrible calamity for the nation. The South especially realizes to-day that it probably would have been spared much bitterness had its friend and well wisher been spared to steer the nation past the trying period which always follows a great civil struggle. Emphasize the fact that Lincoln would have undoubtedly pursued the policy of restoring normal and peaceful conditions with the least friction possible.

Read to the class WHITMAN'S: *O Captain, My Captain!*

II. The Three Amendments, the 13th, 14th, and 15th.

This topic is put in because the race remembers that we have made three important amendments to the Constitution. It has another common knowledge value in that present day discussions of the negro problem involve constant reference to the three amendments. Have text paragraphs 479 to 481, inclusive, read by the class. With these paragraphs as a basis,

tell how Andrew Johnson became president, and then explain the term reconstruction and its application to the Southern States. With paragraph 481 as a basis, explain briefly Johnson's plan, but do not expect the class to remember details. With a brief introduction explain the three amendments, bringing out clearly that they freed the negro, they made a citizen of him, and gave him the right to vote.

Text paragraphs 482-484, inclusive, and paragraph 501 of the text will furnish a basis for the discussion of the amendments. The outline provisions of the amendments as given in the preceding paragraph should be learned and remembered by the class.

The world attitude to-day is that a mistake was made at that time in giving the negro the ballot. Bring out the fact that since the reconstruction days the negro has been forced out of power. Under this unit explain clearly the meaning of the word amendment, and tell in a simple way how the Constitution of the United States is amended. An introduction to the race problem may be made at this point.

III. The Ku Klux Klan.

Have paragraph 500 read by the class. This is one of the incidents of the reconstruction period which is still remembered. With the material given below make a story of the Klan and how it worked. Explain the term "carpetbagger." The following material will furnish detail for the unit:

Ref. HART: *Contemporaries*, Vol. IV, pp. 495-497.
PAGE: *Red Rock*.
HARRIS: *Chronicles of Aunt Minervy Ann*.

Our last unit is

IV. The Impeachment of Johnson.

Have text paragraphs 485-487, inclusive, read by the class. With these as a basis tell briefly how Andrew Johnson quarreled with Congress and then with the additional material as given below, tell how he was impeached. Explain the meaning of impeachment and the process. Emphasize the fact, which is common knowledge, that Johnson is the only president we have ever impeached. Explain to the class that the impeachment charges failed. The following material will furnish detail for the impeachment story:

ELSON: *Sidelights on American History*, pp. 184-218.
GUERBER: *Story of the Great Republic*, pp. 252-256.

Questions 206-210 of the cumulative review are to be added during the teaching of the topic.

TOPIC XXIX. THE NEW WEST.

(Based on Chapter XXXI of the Text.)

GENERAL READING FOR TEACHERS.

HART: *Contemporaries*, Vol. IV, pp. 43-48.

SPARKS: *Expansion of the American People*, Ch. XXVIII.

ELSON: *Sidelights on American History*, Vol. I, Ch. XIII.

ROYCE: *California*.

PARKMAN: *Oregon Trail*.

GENERAL READING FOR PUPILS.

WRIGHT: *Children's Stories of American Progress*, Ch. XVI.

DRAKE: *Making of the Great West*, pp. 271-289, 315-320.

SEXTON: *Stories of California*, pp. 37-75.

McMURRY: *Pioneers of the Rocky Mountains and the West*, Ch. XIV.

MOWBY: *American Pioneers*, pp. 187-215.

FAIRBANKS: *The Western United States*.

ILLUSTRATIVE MATERIAL.

WHITE: *The Westerners*.

MUNROE: *Golden Days of '49*.

WISTER: *The Virginian*.

ROOSEVELT: *Hunting the Grizzly*.

HOUGH: *The Story of the Cowboy*.

WARMAN: *The Story of the Railroad*.

REMINGTON: *Pony Tracks*.

CUSTER: *Boots and Saddles*.

TWAIN: *Roughing It*.

BROOKS: *The Boy Emigrants*.

Boy Settlers.

LUMMIS: *Tramp Across the Continent*.

COMPANION SERIES: *Our Country West*.

See note, page 16.

Preliminary Remarks and Suggestions.

Chapter XXXI of the text, entitled "The New West," offers the basis for several good stories and for a number of facts which are a part of the child's heritage of race culture, especially if he is a California child. Here is a chapter which needs further illumination in order to give certain information and appreciations which have common value. The story of what we mean at the present time by the West, of how it was opened and settled, has come to be a part of our national lore. In the western half of the country the story is an important part of the traditions of a section; in the eastern half, which is older, the story represents and stands for a particular section, characterized by a certain type of life. The story of the Far West has an added and widespread interest because of its recentness, many of the pioneers who led in the movement still being alive. The fact that in recent years a great territory, much of which was formerly considered a desert, has been shown to offer wonderful opportunities of development, has also tended to make the story of the region well known.

We shall attempt to do three things in treating this chapter. We shall tell the story, or, better, make stories of some of the best known incidents connected with the opening of the West. We shall give some idea of the extent and resources of the region and future possibilities.

We have already done something in opening the topic in our chapter on the EXPANSION OF THE SLAVE AREA. Make use of the knowledge and atti-

tudes developed regarding pioneer days in California in teaching this chapter. We shall divide our lesson into four units, as follows:

I. CROSSING THE PLAINS.

II. THE PONY EXPRESS AND THE OVERLAND STAGE.

III. THE STORY OF THE FIRST PACIFIC RAILROAD.

IV. THE NEW WEST AND ITS FUTURE.

The teaching of these units should be closely related to the geography of the region. In all of the units an attempt should be made to give an adequate idea of this region, known as 'THE NEW WEST'. Specific directions as to this will be given in connection with each of the units.

The teacher may introduce the lesson by saying that the discovery of gold in California, and later in other parts of the West, caused many people to leave the East and go to the New West in search of fortune; that we are to find out something about these pioneers; that we are to see how they crossed the plains, carried the mail, and how a great railroad was built to connect the New West with the East. Our first unit is—

I. Crossing the Plains.

This unit certainly has a common knowledge value for California children. We have already made a partial treatment of the unit in our chapter on the discovery of gold in California. With the material gotten from that chapter and with the material as given below, we shall describe the early travel to the West.

Have the class study paragraph 488 of the text. On this unit use a map of the United States, with the states west of Kansas put in a different color. A good reference for this unit, a concrete story, following the fortunes of a party from their homes in the East until they get to California, is the *Story of the Donner Party*, by Principal LEROY E. ARMSTRONG. It was published in the proceedings of the Northern California Teachers' Association for the 1905 meeting. This story and the following references will furnish material for bringing out the points we wish to develop in connection with this unit:

Ref. SPARKS: *Expansion of the American People*, Ch. XXVIII.

PARKMAN: *The Oregon Trail*.

SEXTON: *Stories of California*, pp. 57-66.

ROYCE: *California*, pp. 234-246.

DRAKE: *Making of the Great West*, pp. 215-218.

Show a picture of the prairie schooner and describe its accessories. Bring out the dangers of the trip from Indians, lack of food and water in crossing desert regions. Speak of the herds of buffalo and mention other wild game. Pass an imaginary day and night with a party crossing the plains.

Indicate on the map the principal routes taken by pioneers, naming the states through which they passed. Contrast the crossing of the plains in pioneer days with the transcontinental trip of to-day, showing the difference in time, comfort, and cost. Show how the early crossing of the plains meant practically isolation, so far as news of the outside world was concerned.

Show how the telephone and telegraph have changed life on the plains

even in those parts which have no railroad. Our race has a strong appreciation of crossing the plains. It holds a deep-rooted admiration for the "forty-niners" and pioneers who helped start the "Empire of the West."

II. The Pony Express and the Overland Stage.

Have text paragraph 489 studied by the class in connection with this unit. Tell how the communication between the East and West was improved by the pony express and the overland stage. With the accompanying material as a basis, develop the story of the Pony Express.

Ref. FAIRBANKS: *The Western United States*, pp. 198-204.

BLAISDELL: *Story of American History*, pp. 349-351.

ROYCE: *California*, pp. 234-246.

Take an imaginary ride with a postrider over his relay, swim rivers with him, escape Indians, climb mountains, and hurry on with the mail. Emphasize the rapidity of action, the quick change of horses, the courage and *quick-wittedness* of the postriders.

Using the (same) map described in Unit I show the routes of the Pony Express. Emphasize the shortness of the time required to carry the mail from St. Joseph to Sacramento. The figures are in the paragraph of the text. Show how much faster it was than the emigrant train, and then show how much slower it was than is our modern mail service. Show how limited must have been the amount of mail carried. Emphasize the expense of sending a letter as compared with modern cheapness. Contrast the risk as compared with modern safety of sending mail.

Use pictures which are shown in many histories and supplementary books. Show how the overland stage helped out by carrying passengers. Show how it improved in time, comfort, and safety over the emigrant train. Describe the coach, or better, show a picture of one and discuss it. Pass an imaginary day's travel on the stage fording rivers, seeing buffaloes and fighting off an Indian attack. Procure, if possible, Remington's picture, showing the stage and its occupants, the driver urging on the horses, and the guards on top firing at the redskins, who are recklessly riding their ponies round and round the madly dashing coach. Describe the frontier town at which the stage stops for rest and refreshment. REMINGTON: *Pony Tracks*, will furnish fine pictures and material for these units on Western life.

III. The Story of the First Pacific Railroad.

Have text paragraphs 490 and 491 studied by the class in connection with this unit. We wish in this unit to make a story of how the first railroad was built to the Pacific. On a map, show the route taken by the road. The route may be gotten from the account of the road as given in McMURRY: *Larger Types in American Geography*, pp. 83-93. This article will also furnish material on this unit. WARMAN: *The Story of the Railroad*, gives an interesting and picturesque account of how the work was done.

Emphasize the names of Crocker, Huntington, Stanford, and Hopkins, all of them well known, especially in California. Show how the govern-

ment aided by land grants. Tell of the introduction of coolie labor, the origin in a way of much of the later agitation against the "yellow peril."

Describe the ceremony of driving the last spike, showing the picture, if obtainable, of the East and West shaking hands from the cowcatchers of two locomotives. Trace on the map the other transcontinental roads which have been built across the New West. These may be found on railroad maps procurable at any railroad office. Discuss with the class how these roads have developed the New West, bringing this out in part by contrast with the primitive conditions of communication described in the first two units. Put on the maps the most important towns of the West which have developed since the sixties. Describe the rise and growth of such a town as Denver. Put figures on the board to show the gain of population in the West during the years 1860-1870. Our text puts it roughly at 1,000,000.

Our last unit is:

IV. The New West and Its Future.

On this unit use the map of the New West as described in Unit I. Show on this map the states admitted to the Union between 1860 and 1870 (see note, text page 436). Have paragraphs 492 and 493 of the text studied in connection with this unit. Describe the region in a general way, taking it up from the standpoint of characteristic areas. FAIRBANKS: *The Western United States*, will be a good general reference on this unit, especially as to pictures.

Describe the mining, cattle raising, and agriculture of the region. Show by map the vast extent of the region, its varied soil and climatic conditions. Discuss the value of the region which back in the fifties even farsighted men called the Great American Desert and said would never be settled.

Tell something of what irrigation has done for the region, and something of what is still further possible in way of development by means of irrigation. See FAIRBANKS: *Western United States*, pp. 259-268. Mention President Roosevelt's efforts in helping reclaim arid regions of the West through irrigation.

Tell something of ranch life in the West, telling something of the cowboy and his story. HOUGH: *The Story of the Cowboy*, will furnish detail for a description of ranch life in the West. Also REMINGTON: *Pony Tracks*, mentioned above. STEWART EDWARD WHITE: *The Westerners*; WISTER: *The Virginian*, and President Roosevelt's writings give something of the character and spirit of the West.

Show on the map the most important towns and cities which have grown up along the transcontinental lines. Bring out by discussion what the transcontinental lines have meant to the Pacific coast. Mention the fact that telegraphic communication was established just previous to the first railroad.

Questions 211-212 are to be added to the cumulative review in connection with this topic. Remember, the review should be a part of each day's work.

TOPIC XXX. POLITICS FROM 1868 TO 1880.

(Based on Chapter XXXII of the Text.)

GENERAL READING FOR TEACHERS.

HART: *Contemporaries*, Vol. IV, pp. 542-550.

GENERAL READING FOR PUPILS.

CARPENTER: *North America*, pp. 298-306.

TARR AND MCMURRY: *Advanced Geography*, pp. 156-159.

Preliminary Remarks and Suggestions.

Chapter XXXII of the text deals with the question of politics from 1868 to 1880, and the chapter involves a somewhat different problem as regards the matter of selection of material. Hitherto we have been guided in our selection of material by this question: Is the material known and used by the average intelligent citizen, that is, the intelligent citizen who is not a specialist in history; or, is it material on which the same citizen has strong attitudes or feelings? This has been a determining factor in our selection of material for the course in history.

Our present chapter offers a new problem. Much of the material is still known by intelligent people largely because of its recentness, because much of it has taken place within the memory of many people who are still alive. Much of it, however, is fading and being forgotten. Much of it which was a matter of conversation and discussion twenty years ago is now being forgotten because of the pressing problems of to-day.

Again, much of it is of such a character as to be beyond the capacities of grammar school children. Much of it, if treated at all, should be treated during the High School period. For instance, the question of the National Finances, growing out of the Civil War debt, or the Silver Question, together with much of the financial history of the period, should, if taught at all, be postponed until the High School period.

In treating the chapter for the grammar grades we shall select those things which would seem to be adapted to the grammar grades and put them into our lesson. Instead of dividing the chapter into units as customary, we shall take up the points we wish to develop under the administrations of the presidents which are treated in the chapter.

Omit text paragraphs 494-497, inclusive. Have text paragraph 498 read and discussed by the class. Show in review that our Government has always been very liberal in granting lands under very easy terms. Explain the term homestead. Show that the Government has granted lands to individuals, to railroads, and for school purposes. Emphasize the fact that the Government has now but little to give away, and is becoming more conservative; that the Government is keeping and should keep forest and water reserves.

Review the presidents. This should be done occasionally after the class has mastered the list. Omit text paragraph 499, and in place of it call up in review the career of General Grant, his great renown as a result of the Civil War. Tell briefly of his election, then take up Grant's two administrations.

Omit text paragraphs 500 and 501, as we have already treated them in

the chapter on Reconstruction. Omit paragraph 502, but tell how Horace Greeley ran against Grant at his second election. Tell the class that Horace Greeley was one of our greatest editors, and quote his famous phrase, "Go West, young man."

Have paragraphs 503 and 504 read. Discuss briefly the labor party, and then discuss the anti-Chinese movement. Why has this been a question in which the Pacific coast has interested itself will be a good thought question for the class.

Have paragraph 505 read, and discuss the Prohibition party. This party is still in existence and offers a candidate at each election.

Have paragraph 506 read, and discuss briefly the second election of Grant. Note the great number of parties in the campaign. Omit the study of the remaining paragraphs with the exception of the last. In place of it tell briefly of the election of Rutherford B. Hayes. Review the list of presidents.

In the last sentence of paragraph 519 we have a brief statement of the purchase of Alaska. Enlarge on this statement, telling something of Alaska and its resources. Show how, with the development there of a number of new industries, it has come to be a profitable investment. Tell of the discovery of gold in Alaska, and the boom which has resulted from it.

Take up in review the expansion of the United States, using a map, and putting in each of the acquisitions in a different color. Add Alaska. See Topic XXXII, Unit VI.

Ref. CARPENTER: *North America*, pp. 298-306.

TARR AND McMURRY: *Advanced Geography*, pp. 298-306.

Add Questions 213-214 to the cumulative review on the completion of Topic XXX.

TOPIC XXXI. THE GROWTH OF THE NORTHWEST.

(Based on Chapter XXXIII of the Text.)

GENERAL READING FOR TEACHERS.

TARBELL: *History of the Standard Oil Company*.

WASHINGTON: *Up from Slavery*.

GENERAL READING FOR PUPILS.

FAIRBANKS: *The Western United States*.

MACE: *School History of the United States*, pp. 415-434.

See note, page 16.

Preliminary Remarks and Suggestions.

Chapter XXXIII of the text deals briefly with the growth of the Northwest. There might be great value in expanding the chapter in the text into an extended description of the region, its resources and development. This would make it, however, rather a chapter for the course in geography, and we shall leave it, therefore, to that department. We shall take the chapter in the text and have it discussed. We shall divide our topic into three lesson units:

I. THE NEW SOUTH.

II. RISE OF NEW INDUSTRIES IN THE NORTH.

III. THE GROWTH AND DEVELOPMENT OF THE NORTHWEST.

A splendid reference on this lesson will be found in MACE: *School History of the United States*, pp. 415-434. We have already given a notion as to the frontier character of this country in our chapter on the New West.

The teacher may introduce the lesson by saying that we are to see how, after the Civil War, the South commenced a new period of development, which leads us now to speak of it as *The New South*; that during the period since the Civil War our Northwest has also made rapid development. Our first unit is:

I. The New South.

Have text paragraphs 520 and 521 carefully studied by the class. Recall in review briefly something of the industrial history of the South before the war. Then call up in review the condition in which the South was left by the war.

Take up text paragraph 521 for discussion with the class, showing that the South, no longer dependent on slave labor, does not depend merely on agriculture, but has developed greatly since the war along industrial and commercial lines. Enlarge on the following points which justify the title the "New South": (a) Free labor is better than slave labor. (b) The South is no longer purely agricultural, raising one product, but now produces coal, iron, lumber, and fruit, as well as cotton. (c) The South now does much of her own manufacturing. (d) The South has made great development in population and railroads. Have the class examine the industrial map on page 452, noticing particularly the railroads as they are to-day in the South. (e) The South has had an educational revival since the war, as evidenced by improved schools for whites and blacks. (f) The South is wrestling manfully with the negro problem, trying to solve it for the best interests of white and black. Have the career of Booker T. Washington briefly sketched. (See WASHINGTON: *Up From Slavery*.) (g) The South has shown by large expositions, such as those at Jamestown and Charleston, that they are making great strides since the Civil War. Emphasize the fact that the old wounds are healed, and that the South is thoroughly loyal to the Union. Old veterans, as Joe Wheeler and Fitzhugh Lee, and many sons of veterans, were active and loyal in the Spanish-American War.

II. Rise of New Industries in the North.

Have text paragraph 522 carefully studied, and take it up for discussion. Take up such an industry as the production of oil, and discuss briefly its marvelous growth from a small industry to the present Standard Oil Trust. (See TARBELL: *History of the Standard Oil Company*.) Discuss briefly some of the other industries mentioned in the paragraph, bringing out the notion that while the North had always led the other sections of our country in manufacturing, it has far outstripped its previous progress during the period since the Civil War.

III. The Growth and Development of the Northwest.

In this unit we shall sketch briefly the opening up and settlement of the Northwest. Have paragraph 523 of the text carefully read by the class. Take up for brief discussion how the discovery of gold and silver in the Rocky Mountain states led to their settlement. DRAKE: *Making of the Great West*, pp. 308-314, will furnish additional material on this. Have text paragraphs 524-525 carefully studied by the class. Discuss briefly the building of the Northern Pacific Railroad; show the road on the railroad map, page 452 of the text.

Put in on an outline map of the United States the new states admitted between 1860-1896. They were Kansas, West Virginia, Nevada, Nebraska, Colorado, North Dakota, South Dakota, Montana, Washington, Idaho, Wyoming, and Utah. Pupils are not expected to learn these in their order, nor the dates of admission. We are simply illustrating the rapid growth of the nation.

Have text paragraphs 526-528, inclusive, read and studied by the class, and then take them up for discussion. With these paragraphs as a basis show that the Northwest has not only been a mining region, but has also developed great farms and cattle ranches.

Tell how Oklahoma sprang up in a day almost. Mention the fact that it has recently been admitted to the Union. Discuss the boom town of the West. While we shall stick rather closely to the text on this unit, the teacher will find MACE: *School History of the United States*, offers some first rate material on the subject. Pages 415 to 427 deal with the New Northwest; pages 427-434 will furnish material on "The New South."

Questions 215-217 are to be added to the cumulative review on the completion of the topic. Remember to review Questions 1-215.

TOPIC XXXII. MECHANICAL AND INDUSTRIAL PROBLEMS.

(Based on Chapter XXXIV of the Text.)

GENERAL READING FOR TEACHERS.

HART: *Contemporaries*, Vol. IV, pp. 641-644.

TARBELL: *The History of the Standard Oil Company*.

Preliminary Remarks and Suggestions.

Chapter XXXIV of the text is a short chapter summarizing briefly something of the development of the country since the Civil War along the lines of mechanical progress and the organization of capital and labor.

This chapter suggests some problems which might be profitably dealt with in the schools. The problem of the relation of capital and labor and the accompanying questions which this relation involves should make a topic to which much attention might be given. However, we are again to find that the question is one which is rather for the High School period than the grammar, the discussion of such problems demands information, maturity and life experience beyond the grammar school boy or girl. Something, however, could be profitably done in the way of giving an elementary notion of some of the industrial problems of American life.

We shall do it in case of one or two of these problems, and shall suggest some further problems in American life at the end of our next topic. We shall divide our topic into three lesson units, as follows:

I. DEVELOPMENT IN INVENTIONS SINCE THE CIVIL WAR.

II. THE PROBLEM OF THE CORPORATIONS.

III. THE ORGANIZATION OF LABOR.

The teacher may introduce the lesson by saying that we shall now see something of the progress of invention since the Civil War; that we shall see how the organization of great corporations and labor unions has forced many new problems on the American people.

I. Development in Inventions Since the Civil War.

Have text paragraph 529 carefully read by the class and take it up for discussion. This paragraph consists of the statement of a number of inventions which have vitally affected life. Take up each of these inventions for discussion, showing its use and how it affects life. Show how each of these inventions has helped and is helping the progress of the world. Take up paragraph 530 for discussion after it has been studied by the class. Treat it in the same manner as the previous paragraph. Note the multiplicity of inventions in the last thirty years. Recall in review the chief inventions and inventors before the Civil War. Topic XXIV will furnish a suggestive outline for this review. Our next unit is:

II. The Problem of the Corporations.

As we said in the introduction, the problem of great corporations, their character and how to regulate them is rather a High School than a grammar school problem. Again the question of teaching such a problem presents a difficulty on the score of available material. Text-books usually have only brief paragraphs regarding present day American problems. Teachers must depend, therefore, on keeping up with the best magazines and the best newspapers in order to be intelligent on the questions of the day. While, as we said above, we can not go into a deep study of the problem of the trusts, we can at least explain the problem in an elementary manner.

Have paragraphs 531 and 532 studied by the class, and take them up for discussion. Use the knowledge of the children in tracing the growth and development of the organization of capital. Recall to their minds that back in the early history of the country business and industry was simple. A man usually owned his own business and controlled it, that one man in those days often owned a factory. That later, instead of one man owning a factory, we find the factories and industries growing much larger, and that we find that they are often controlled and owned by a number of men, who form a great partnership, and are usually called a corporation. Then tell how in recent times these corporations engaged in the same line of industry join their interests into a still greater partnership, which we call a trust. Make this concrete by tracing briefly the history of the Standard Oil Company. Back in 1870 was chartered in Ohio a corporation called the Standard Oil Company, the leading man of this corporation

being John D. Rockefeller. This company, or corporation, was engaged in making illuminating oil out of petroleum. It has gradually grown until it now controls the oil business of the whole country. It has grown by consolidating with other companies; in many cases it has been able to drive its rivals out of business. It now has practically a monopoly or complete control of the oil business of the whole country. Its capital grew from \$1,000,000 in 1870 to \$500,000,000 in 1900.

This means a monopoly, that is, absolute control of the market. This means that they can raise or lower prices unhindered by competition. Some of the articles used by people generally which are controlled by a few men are oil, sugar, meat, steel, and tobacco. The United States Steel Company practically controls the output of steel in the United States. Emphasize the danger from these corporations becoming more powerful than the law. Have the class discuss this question: Should the rich corporation obey the law as well as the individual man? In connection with this unit the teacher may take up the question of respect for the law. Have it discussed by the class, bringing out these points: (a) That law must be respected and obeyed. (b) That no men or class of men should be above the law; that is, the law should apply to all people or groups of people equally. Emphasize President Roosevelt's attitude, which is that of the "square deal," or equal justice under the law for all. The following references may add some little material for discussion:

DOUB: *History of the United States*, pp. 505-507.

HART: *Essentials in American History*, pp. 515, 516, 517, 532-535.

HART: *Contemporaries*, Vol. IV, pp. 641-644.

Emphasize in connection with this unit the fact that the control of the important railroad lines has become more and more centralized. Show how by granting rebates a railroad may give favors in freighting to one corporation, thus giving it an advantage over other corporations.

III. The Organization of Labor.

We wish in this unit to discuss briefly the development of organized labor. Have text paragraphs 533-535 carefully studied by the class and take them up for discussion with the class.

Bring out the fact by discussion that as capital became organized it became necessary for labor to organize for its own protection. That labor has become organized into unions, whose purpose is to better the wages and conditions of workingmen. Recall in review what was brought out in Unit II regarding respect for law, emphasizing the fact that the labor organization, as well as the corporation, must respect the law; that lack of respect for law means anarchy; that capital and labor, rich and poor, ought to be equal under the law. In connection with this lesson the following references will add further material:

MACE: *School History of the United States*, pp. 434-446.

DOUB: *History of the United States*, pp. 514-527.

Remember the cumulative review. The class is now responsible for Questions 1-217.

TOPIC XXXIII. POLITICS SINCE 1880.

(Based on Chapter XXXV of the Text.)

GENERAL READING FOR TEACHERS.

HART: *Contemporaries*, Vol. IV, pp. 573-669.

SPARKS: *Expansion of the American People*, Ch. XXXIV-XXXVI.

WILLIS: *The Philippine Problem*.

LAWSON: *American Industrial Problems*.

GENERAL READING FOR TEACHERS AND PUPILS.

MACE: *School History of the United States*, pp. 434-465.

DOUB: *History of the United States*, pp. 514-527.

ILLUSTRATIVE MATERIAL.

RIIS: *The Making of an American*.

How the Other Half Lives.

NORRIS: *The Pit*.

MERWIN AND WEBSTER: *Calumet K*.

The Short Line War.

LLOYD: *A Country Without Strikes*.

CHURCHILL: *Coniston*.

DUNNE: *Mr. Dooley in Peace and War*.

Preliminary Remarks and Suggestions.

Chapter XXXV of the text offers the same problems as did Chapter XXXII. Much of the chapter is so recent as to be well known by intelligent people, and yet is hardly the material for a grammar school course in American history. Much of it is concerned with recent political and financial history of such a character as to be beyond the capacity of grammar school pupils. It is out of the question to expect children of grammar school age to understand and remember the intricate political and financial issues which have made our politics since 1880.

We shall treat this chapter in the same manner we treated Chapter XXXII, selecting those parts of the chapter which children ought to know, those parts which they can study with profit. The more intricate parts requiring maturity and experience may be postponed to the High School or to life.

We shall not divide the first part of the chapter into units, but shall simply go through it, selecting those points which we wish to develop. Omit entirely the study of text paragraphs 536-562. Tell briefly how Garfield was elected president. Tell something of Garfield's career, emphasizing the fact that he was a self-made man; that through his own efforts he became a successful man. Tell of his untimely assassination and his succession by Chester A. Arthur.

Review the list of presidents. Take up text paragraph 538 and explain the new presidential succession law passed shortly after Garfield's death.

Discuss civil service reform, which was one of the campaign slogans of the eighties.

Recall in review that Andrew Jackson had made general the "spoils system," that is, the repaying of political debts by political appointment. Tell the class that this system continued until after the Civil War, but that in the eighties a law was passed which was a step in the direction of appointment on merit, rather than for political reasons. Have the class discuss the relative merits of the spoils system and the civil service system

of competitive examination. Tell the class that from the eighties on to the present time the tendency has been toward making more and more of the Government positions open to appointment on merit rather than for political reasons.

Tell something of Grover Cleveland and his election. Emphasize the fact that the two important political parties since the Civil War have been the Republicans and the Democrats. Emphasize the fact that Grover Cleveland was the first Democratic president elected since the Civil War, a period of twenty years.

Discuss the Interstate Commerce Act and the commission established by it. See paragraph 543 of the text. Make mention of what the commission has been doing recently to make railroads obey the law.

With paragraph 547 as a basis, tell briefly how Benjamin Harrison defeated Grover Cleveland. The principal issue of this campaign was the tariff. The tariff as a problem had better be left to the High School. However, at this point call up in review what the term means. Bring out in way of review that it has always been one of the issues in past history. Emphasize the fact that the Democrats have stood for "tariff for revenue only," sometimes called "free trade," while the Republicans have stood for "protection." "Tariff for revenue only" means the levying of tariff duties sufficient for the running expenses of the government. Grover Cleveland said, "The simple and plain duty which we owe to the people is to reduce taxation (the tariff) to the necessary expenses of an economical operation of the government." "Protection" means the placing of high tariffs on imported goods sufficient to give the home manufacturer of such goods an advantage over his foreign competitors.

Tell of the second election of Grover Cleveland, and review the list of presidents. Have text paragraph 562 read and take up briefly the Hawaiian revolution.

Have text paragraph 563 studied by the class. Call up in review the Monroe Doctrine. This Venezuela incident is an example of the permanency of the doctrine. See in review Chapter XVIII, Unit III.

Have paragraph 564 read by the class, and then discuss briefly the election of 1896. Discuss briefly the careers of the two candidates, William McKinley and William Jennings Bryan.

The next part of our chapter we shall form into a unit which we shall name THE WAR WITH SPAIN, and we shall divide it into four units, as follows:

- I. THE CUBAN QUESTION AND ITS RESULT.
- II. THE BATTLE OF MANILA AND THE CONQUEST OF THE PHILIPPINES.
- III. THE SANTIAGO CAMPAIGN.
- IV. THE RESULTS OF THE SPANISH-AMERICAN WAR.

Have text paragraphs 566-568 carefully studied by the class, and with these paragraphs as a basis take up the discussion of the first unit, which is:

I. The Cuban Question and Its Result.

Show by the map that Cuba, being located at our doors, would be constantly an object of interest to the American people. Tell briefly of

the Cuban insurrection. Bring out in review that Spain had once owned and controlled the greater part of South America, Central America, Mexico, the Islands, and the southern and the southwestern parts of what is now the United States, but that by 1898 she had lost practically all of it, only Cuba and a few islands being left to her. Show that American capital invested in Cuba gave us a strong interest in her welfare. Tell briefly of the blowing up of the Maine, but do not go out of the way to stir up any strong antagonisms in the matter. The United States and Spain are now on the best of terms, so we shall in treating the war keep down old animosities and old race hatreds.

II. The Battle of Manila and the Conquest of the Philippines.

With text paragraph 569 as an outline and with the following references furnishing detail, tell the story of Dewey's victory:

GUERBER: *Story of the Great Republic*, pp. 310-315.

BROOKS: *The Story of Our War with Spain*, Ch. IV.

LODGE: *The War with Spain*, Ch. III.

Call up in review the fact that Spain got possession of the Philippines through the voyage of Magellan, and that she had held them up to the time of the Spanish-American War, with the exception of a short period during which they were held by England.

Locate the Philippines on the map and sketch briefly something of their extent, resources, population, and condition in 1898. The State geography will furnish material for this. Tell how Dewey received the news at Hongkong. Emphasize the fact that Dewey was ready; that everything was shipshape with his fleet; that he knew just what he was to do, and did not hesitate. With the material given above furnishing detail, tell how Dewey sailed into Manila Bay, destroyed the Spanish fleet and blockaded the city of Manila. Use a detailed map of Manila Bay in telling the story, showing the location of the Spanish fleet. Make dramatic the manner of Dewey's attack, the passing and repassing, coming closer and closer as he made each turn. Contrast the two fleets as to efficiency, bringing out the point that the American fleet was superior because it was thoroughly trained and prepared; that they did not get rattled and shot straight. Tell how Dewey's victory soon led to the occupation of Manila and practically brought about the conquest of the Philippine Islands. Tell how troops were soon sent to reinforce Dewey and to take possession of the islands. Our next unit is:

III. The Santiago Campaign.

Paragraph 570 offers an outline for this unit. Have it studied by the class. With the paragraph as a basis and with the following references offering detail for a story, tell how Santiago was captured:

BROOKS: *The Story of Our War with Spain*, Ch. VI, X, XII.

LODGE: *The War with Spain*, Ch. V-VIII.

GUERBER: *Story of the Great Republic*, pp. 315-323.

Use a map of Cuba for this unit. Emphasize its nearness to the United States. Tell how the fleet of Cervera crossed the Atlantic and hid in

Santiago harbor. Explain how the Atlantic fleet under Sampson and Schley bottled him up in there. Tell how the armies invested Santiago. Show how the army gradually closed in the lines around Santiago. Tell of the charge at San Juan Hill, making special mention of Roosevelt and his Rough Riders. Tell how Hobson tried to pen up the fleet by sinking the collier *Merrimac* in the mouth of the harbor. The story will be found in the references above. Tell how Cervera's fleet tried to escape, and how it was destroyed. Emphasize again the fact that the American fleet showed themselves to be entirely prepared, that they were trained to the minute.

Bring out the names of the following in connection with the Cuban campaign: Sampson, Schley, Hobson, Roosevelt, Shafter, Miles.

Note the fact that General Joe Wheeler, a Confederate veteran, enlisted for service and took an active part in the campaign. Also the fact that Fitzhugh Lee, a nephew of Robert E. Lee, and a Civil War veteran, was our Consul at Havana, and gave the nation material service. Emphasize these facts, together with the fact that the South was the base of supplies and many sons of Confederate veterans took part in the war. Emphasize these as showing that the old wound of the Civil War is already healed, that we are now a united people.

Trace briefly the later history of Cuba, bringing out the fact that as soon as Cuba was ready for it we turned control of affairs over to her. That our attitude has been that of a protector, but that we have pursued a policy of non-intervention, except at times when the Cubans have not been able to manage their own affairs.

Our last unit is:

IV. The Results of the Spanish-American War.

Have text paragraphs 571 and 572 carefully read, and discuss the results of the Spanish-American War. Show on the map the new territory it added to the United States.

Have text paragraph 573 read, and discuss briefly the annexation of the Hawaiian Islands. Tell something of the location of the islands, their resources and extent. Tell something of the people. Discuss with the class whether their acquisition was a good thing or not. (See TARR AND McMURRY: *Advanced Geography*, pp. 162-164.)

Review the expansion of the United States after the manner suggested in Topic XXII, EXPANSION OF SLAVE AREA, Unit VI. Use a map, discussing each acquisition briefly and putting it in on the map in a different color from the others. Put in Porto Rico and the other islands gained as a result of the Spanish-American War; also Tutuila, our island in the Samoan group.

Have text paragraph 574 read by the class, and tell briefly of the Philippine insurrection, bringing out the name of Aguinaldo. Discuss our Philippine policy, showing that with the exception of not giving them free trade, we have otherwise pursued a uniform policy of good intentions for their welfare. Discuss briefly how possession of the islands makes us a factor in Oriental affairs and gives us a base in the Far East which we have to protect.

Have text paragraph 576 read, and discuss the recent Boxer troubles in China. Emphasize the fact that the United States opposed the idea of dividing up a part of China among the nations; that the United States insisted on the "Open Door"; that is, on the right of all nations to trade freely with China.

Have text paragraph 577 read and discuss it with the class.

Have text paragraphs 578, 579, and 580 read. Tell briefly how McKinley was elected a second time. Take up for brief discussion the issues of the election of 1900. They are stated in text paragraph 578. Tell of the assassination of McKinley. Take up the administration of Theodore Roosevelt. Give a sketch of his career.

Have text paragraph 581 studied, and take it up for discussion. Discuss Roosevelt's policy. What he stands for may be understood by a reading of magazines and newspapers.

Have text paragraph 582 read, and then discuss the Isthmian Canal. Emphasize the fact that it will shorten the distance of the sea route from the Atlantic coast to the Pacific by thousands of miles. Make this concrete by showing the difference on the map. Show the advantage of the canal in reducing freight rates and stimulating trade. Show how it will be an advantage in time of war in saving the long voyage around South America; that it brings the Atlantic and Pacific coasts of the United States nearer together, making their defense an easier matter by allowing our navy to pass more quickly from one coast to another.

The following list of problems in American life are suggested for the consideration of the thoughtful teacher. Although most of them perhaps belong properly to the High School, the teacher of grammar grade pupils will find it of great advantage to be intelligent regarding them. The problems suggested are: Immigration, the Race Question, Municipal Ownership, Regulation of Railroads and Large Corporations, Prison Reform, Taxation, Conservation of National Resources, Municipal Corruption, the Tariff Question, the Philippine Problem, the Relations of Labor and Capital.

Add Questions 218-240 to the cumulative review during the teaching of this topic.

TOPIC XXXIV. THE STORY OF CALIFORNIA.

(Based on the California Supplement of the Text.)

GENERAL READING FOR TEACHERS.

ROYCE: *California*.

ATHERTON: *The Splendid Idle Forties*.

HART: *Tales of the Argonauts*.

GENERAL READING FOR TEACHERS AND PUPILS.

WINTERBURN: *The Spanish in the Southwest*.

POWERS: *Historic Tales of the Old Missions*.

SEXTON: *Stories of California*.

FAIRBANKS: *California*.

The Western United States.

WIGGIN: *Summer in a Cañon*.

CARTER: *Missions of Nueva California*.

HILDRUP: *The Missions of California*.

ILLUSTRATIVE MATERIAL.

NORRIS: *The Octopus*.

Preliminary Remarks and Suggestions.

The supplement of our text is taken up with a short account of the early history and later development of California. We have already touched on the earlier phases of the history of California in our chapter on the expansion of the slave area, but it should be the part of a grammar school course in history for California children to give a connected story of the State's history.

We shall follow the supplement as given in the book, having the entire supplement carefully read and studied by the pupils. We shall divide the supplement into lesson units, and shall suggest further material and helps in connection with the units.

We shall divide our story of California into six lesson units, as follows:

- I. DISCOVERY AND EXPLORATION.
- II. THE MISSIONS AND THEIR DECLINE.
- III. HOW THE UNITED STATES GAINED CALIFORNIA.
- IV. THE DAYS OF '49.
- V. THE STRUGGLE FOR ORDER.
- VI. THE CALIFORNIA OF TO-DAY AND TO-MORROW.

The teacher may introduce the lesson by saying that we are now to see something of the history of our own State; that we are to find that it was discovered and explored a very long time ago, but that for a long time nothing was done toward settling it; that we are to see how the Spanish priests established missions from San Diego to Sonoma; that we are to see how the United States obtained possession of the State, how gold was discovered, which caused a great rush to the State, and soon brought it into the Union; that we are to see how the State has grown and developed in the short space of sixty years. We are now ready for our first unit, which is:

I. Discovery and Exploration.

Paragraph 1 of the text supplement will furnish the basis of this unit. Recall in review the early Spanish explorations, recalling the fact that the Spaniards made extensive explorations in the southwestern part of what is now the United States. Have pupils read in connection with this, WINTERBURN: *The Spanish in the Southwest*, pp. 1-96.

Have the class as review work tell something of Drake's great voyage around the world and how it interests Californians. See Topic III, Unit I. Emphasize the point that after Drake's visit California was practically abandoned for two hundred years.

II. The Missions and Their Decline.

Paragraphs 2 and 3 of the supplement for this unit. Ask the pupils how we should know without studying history that the Spaniards must have been prominent in California in early days. Refer to the fact that Spanish priests took an active part in Spanish colonization. Trace briefly

the career of good Father Serra and his work in establishing missions. The following references will give material for Father Serra's career:

WINTERBURN: *The Spanish in the Southwest*, pp. 97-128.

POWERS: *Historic Tales of Old Missions*, pp. 1-31.

Tell how he established missions from San Diego to San Francisco. Name and locate the most prominent missions. Tell how the missions were built and what they did for the Indians. Describe the mission life. The following references will furnish splendid pictures and material on the missions of California. Make a list of the most prominent towns in California which have Spanish names:

WINTERBURN: *Spanish in the Southwest*, pp. 129-170.

POWERS: *Historic Tales of the Old Missions*.

CARTER: *Missions of Nueva California*.

HILDRUP: *The Missions of California and the Old Southwest*.

Tell of the downfall of the missions and describe the Mexican period. The second half of paragraph 3 characterizes clearly the life and times of the Mexican régime. Have this characterization carefully discussed, developing an appreciation of the idle life of the times. See also:

WINTERBURN: *Spanish in the Southwest*, pp. 171-222.

III. How the United States Gained California.

Paragraphs 4, 5, and 6 of the supplement furnish ample material on this unit. Recall in review Topic XXII, which deals with EXPANSION OF THE SLAVE AREA. Recall the early friction between Mexico and the United States over Texas. Recall the Frémont expedition. See Topic XXII, Unit IV.

Take up the Bear Flag incident as given in paragraph 5.

Tell how as a part of the Mexican War California was conquered and occupied by the United States forces. Recall in review the treaty which ended the Mexican war, by which we obtained California as a part of the Mexican cession.

IV. The "Days of '49."

This unit deals with one of the most picturesque periods of California history. To say of a Californian, "he is a forty-niner," is to stamp him at once as an individual of a certain type. We, as Californians, know at once that he is one of a type of men and has a fund of traditions of peculiar interest to native Californians.

Paragraphs 7 and 8 of the supplement will furnish a basis for the unit. With paragraph 7 and the following material, tell the story of the discovery of gold in California:

McMURRY: *Pioneers of the Rocky Mountains and the West*, Ch. IV.

GUERBER: *Story of the Great Republic*, pp. 139-144.

MOWRY: *American Pioneers*, pp. 187-195.

SEXTON: *Stories of California*, pp. 37-49.

Having told the story of the discovery of gold, take up the rush to California and the boom days which followed. BRET HARTE: *Stories of the Argonauts*, will give color and atmosphere in studying mining days in

California. The following references will also add detail to the boom-day period:

DRAKE: *The Making of the Great West*, pp. 271-289.

HART: *Contemporaries*, Vol. IV, pp. 43-48.

GUERBER: *Story of the Great Republic*, pp. 144-147.

SEXTON: *Stories of California*, pp. 49-57 and 57-67.

MOWRY: *American Pioneers*, pp. 205-215.

Recall in review how the pioneers managed to get to California. Recall what has been taught about crossing the plains. Speak of the Argonauts, who either crossed the Isthmus or came around the Horn. Emphasize the rapid growth in population during the year 1849, the fact that the pioneers represented every class and many nations.

Recall in review from Topic XXII, Unit V, how California was admitted to the Union September 9, 1850.

V. The Struggle for Order.

With paragraph 9 of the supplement as a basis, take up a discussion of boom times in San Francisco. The work of the Vigilance Committee is still remembered and even to this day, when occasion brings up suggestions for bettering civic conditions, we hear how things were done in the days of the Vigilance Committee. Discuss the cosmopolitan character of San Francisco. Emphasize the rapid growth of California and San Francisco during the ten years following the discovery of gold. Text paragraph 10 may be read, but little time need be spent on it.

Have paragraph 11 of the supplement studied, and discuss briefly the Civil War period in California. Remind the class that California came in as a free state.

Paragraph 12 may be read. The paragraph is in the nature of review. Recall in review what has already been taught in the topic on THE NEW WEST regarding THE PONY EXPRESS AND THE OVERLAND STAGE and the BUILDING OF THE FIRST PACIFIC RAILROAD. Tell of the three other roads which have been built, and discuss briefly how they have helped the growth of California by bringing us in closer contact with the East.

Have paragraph 13 of the supplement read and discussed. Show that mere race hatred or race feeling is a bad thing. That while we can and ought to allow only a limited number of Oriental peoples to enter our country, that the Pacific coast can not afford to jeopardize Oriental trade by frequent and hostile displays of race prejudice. Emphasize the fact that our coast faces the Orient, and that San Francisco should be the great port for trade with the Orient, that it is therefore the part of wisdom to make no displays of race hatred lest we antagonize peoples who might trade with us. Whatever we do, we should act through law and order.

In the museum at Golden Gate Park, San Francisco, will be found many interesting relics of pioneer days in California. Teachers will find it of value to take classes or parts of classes there when opportunity arises. When this is not possible, a visit on the part of the teacher will give her further material for making an interesting presentation of the story of California.

VI. The California of To-day and To-morrow.

Have paragraph 14 of the supplement read, and discuss briefly the Constitution of 1879. Give some of its chief provisions. Have paragraphs 15 and 16 read, and with them as a basis discuss the California schools. Have paragraphs 17 and 18 studied, and with the paragraphs as a basis, discuss the progress of California from a "sparsely settled, cattle-raising territory" to a "progressive mining, agricultural, and manufacturing state."

What of the California of to-morrow? It is hard to forecast the future, and yet, if one may judge of the future by the seeming possibilities of the present, we must admit that California seems destined to justify the appellation "The Golden West." In the first place, the State possesses a climate which makes it a desirable place to live, and nature has been kind also in providing the State with a variety of physical resources. The State should develop along manufacturing lines. It has oil for fuel, and with the conservation of the water supply now available, the possibilities of electric power seem almost illimitable.

Two rich valleys, with splendid rivers, offer opportunities for wonderful agricultural development. The improvement of these rivers is one of our future tasks. It will mean the reclamation of vast tracks of land, as well as the development of internal transportation facilities. Besides these two great agricultural regions, there are other farming regions of less extent up and down the coast of the State and back into the foothills.

Another one of our future tasks is to make California the great fruit region of the United States. Advantages of soil and climate give the State a prestige at the start, the details to be worked out in the problem of making this superiority felt furnish another State problem.

The plateau region of the Rocky Mountains is rapidly developing. Irrigation and other improvements will turn it from an arid region to one of great wealth. The Pacific coast will be the market and distributing center of that region if the State solves successfully the problem of transportation.

California faces the Orient. We have possessions in the Pacific Ocean and the Far East. The wealth of the Indies is again beckoning the Occident, as it did in the days of Columbus. One of our problems of the future is to secure the share of that future trade which advantage of position makes possible. These would seem to be some of the problems which Californians are to solve in the future.

THE STORY OF THE UNITED STATES.

The viewpoint of this Bulletin has been that the purpose of teaching history in the grammar grades is to give pupils that knowledge of American history which as citizens they will be called on to know and use. The course of study as given in this Bulletin indicates that this knowledge is not to be merely a knowledge of bare facts, but that the facts known represent an adequate intelligence as to the complete development of the nation. One might know all the facts of American history worth knowing, but unless he knows the facts in their proper relation, his knowledge is of little worth. One of the difficulties in the way of giving pupils an intelligent knowledge of the facts is the keeping of the perspective. As it is hard to see the forest on account of the trees, so is it difficult for the pupil dealing with the details of a particular period to see the relation of the details to the history of the country as a whole. This part of the Bulletin suggests a method for keeping the perspective while dealing with the details of the different periods. The method suggested is that of telling occasionally a story of the whole history of the country, of boiling the whole history of the country down to a story which might be told in thirty or forty minutes. This story would of necessity deal only with the large movements of the nation's history, adding only the detail necessary to hold it together. Where a class has completed a considerable portion of the course the complete story will tend to give their knowledge a perspective; where the class is just beginning the course it will serve as a prospectus of what they are to learn. If the telling of the complete story becomes an occasional class exercise the story may be expanded, the pupils furnishing the fact details of the general outline of movements which make up the story. In order to make the story effective, the teacher must be provided with adequate map material. A mercator map of the world will be needed in the first part of the story, which deals with the exploration and colonization of the Americas; for the second part of the story a good map of the United States will be needed. The teacher should make constant use of the map in telling the story. As the story deals with large movements of history, the map will be of much assistance in making the story clear. In ungraded schools, where there are several classes in history and the recitation period is short, all the classes may be grouped together when the story is given. The story suggested is as follows:

The United States, consisting of forty-six states and two territories, occupies the central part of the continent of North America. Besides these states and territories, it owns Alaska, the Philippine Islands, Porto Rico, the Hawaiian Islands and other small islands in different parts of the Pacific Ocean. The census of 1900 gave it a population of 76,000,000. It is a land of wonderful resources, of farms both large and small, of great

manufacturing cities. Thousands of miles of railroads cover its vast stretches of territory like a network. Great ships carry its products to all parts of the world. It has come to be one of the leaders among the nations. But most wonderful of all, this country of ours, the United States of America, is only a little over a century and a quarter old. It was born on July 4, 1776, and has made this wonderful progress since that time. Let us look back into the history of this wonderful nation and see the story of its life. We shall start our story many years before the birth of the Young Republic in order to find something of its parents, and how it came to be born.

Many years ago the American continents were unknown to white people. Tribes of Indians occupied the continents. These tribes were distributed from the extreme north to Cape Horn. Sometimes these tribes were half-civilized and lived in cities, as was the case in Mexico and Peru. Sometimes they were mere savages, as was the case with the redskins of the regions now known as Canada and the United States. At this time the civilized people of the world, who lived in Europe and Asia, did not know about these American continents. The people of Europe knew about Europe and other regions around the Mediterranean Sea. Later on travelers told them about southeastern Asia, told them about the wealth of these far away countries. The people of Europe began to trade with these countries. They traded by means of caravans and ships. These caravans and ships brought back precious jewels, silks, spices, and ivory from these far away countries. Hostile tribes shut off these trade routes during the fifteenth century, and the people of Europe began to think of some other way of getting to India. The little nation of Portugal tried to find a way around Africa. About this time a man named Christopher Columbus proposed a plan for reaching India. The people of that time thought the world was flat, that people sailing out into the ocean too far would fall off. Columbus said the world was round and that people could get to India by sailing west. Columbus wanted to prove that he was right by getting ships and making the voyage. Finally, after many years of discouragement, Isabella, the queen of Spain, gave him ships and men, and Columbus started on his voyage to India. Now, while Columbus was right in thinking the world was round and that he could get to India by sailing west, he did not know that the American continents lay between Europe and India. Columbus made his voyage in 1492, and landed on one of the Bahama Islands, off the southeast coast of Florida. Columbus thought he had reached India and called the natives Indians.

Now, this voyage of Columbus led Spain to take an interest in discovery and exploration, and so, during the next hundred years after the voyage of Columbus, we find that Spain is the European nation which takes the most active part in opening up and exploring the New World. The Spaniards soon found that Columbus had not found India, but a new continent. Then they began exploring the New World to find what it was like, hoping, perhaps, to find a waterway through in order to get to India. These Spanish explorers and soldiers did not find a waterway through the

continent, but they discovered many wonderful lands and gave Spain claim to a large part of the New World. These Spanish explorers were bold men, and made many wonderful expeditions. They conquered Mexico and Peru, discovered the Pacific Ocean, circumnavigated the globe, established colonies in many parts of South America, in the islands along the coast in Central America, and in the southern and southwestern parts of what is now the United States. They hunted for strange things, such as "fountains of youth" and "golden cities." They discovered Florida and the Mississippi River. They established the two oldest towns in the United States, St. Augustine and Santa Fé. Thus we see that one hundred years after the discovery of America by Columbus, Spain alone of European nations had taken an active part in exploring and settling the New World. Shortly after the voyage of Columbus, England sent over John Cabot, who explored the coast of North America, but England did nothing to settle the country. France also sent explorers, but no permanent settlements resulted.

Now, Spain profited by her colonies in the New World. They made her rich and powerful, so that at the end of the first century after Columbus, Spain was the most prominent nation in Europe. A little kingdom named England had been growing rapidly in strength since the time of Columbus, and toward the latter part of the sixteenth century began to cause the powerful Spanish Empire a great deal of trouble. Little England was a land of sailors, and many brave sea captains sailed their vessels from her ports. Some of these sea captains, like Sir Francis Drake and Sir Walter Raleigh, spent much of their time robbing the Spanish treasure ships as they returned from the New World laden with gold and silver from the mines of Peru and Mexico. This angered the King of Spain, and he built a great fleet called the Armada, with which he expected to conquer England. The soldiers and sailors of England rallied to the support of Queen Elizabeth, and the King of Spain's invincible Armada was destroyed. This gave England prominence on the sea, and she soon began to take an interest in the affairs of the New World. Queen Elizabeth granted Sir Walter Raleigh a tract of land in the New World, but his attempts to plant a colony were unsuccessful.

The English were not discouraged, and soon attempted another colony. In 1607 at Jamestown, Virginia, the first permanent English colony was founded. During the next hundred and twenty-five years England took the lead in founding colonies in the New World, and by 1732 she had established colonies along the Atlantic seaboard from Maine to Florida. Some of these English colonies were founded by men and companies, who wished to find wealth and opportunity in the New World; others were founded by religious sects who wanted to found colonies where they could worship in their own particular way. The English founded thirteen of these colonies along the Atlantic seaboard, and they later became the Thirteen Original States, which on July 4, 1776, became the United States of America. The first of these colonies, as we have said, was founded at Jamestown, Virginia, in 1607; the last of the thirteen to be founded was Georgia in 1732. Jamestown and other settlements in the same region

later became joined into the colony of Virginia. Lord Baltimore founded the colony of Maryland as a home for persecuted Catholics. The Pilgrims left England and founded a colony at Plymouth, and this colony, joined with other colonies of the Massachusetts Bay region, formed the colony of Massachusetts. Roger Williams, driven out from Massachusetts, founded Rhode Island. The Connecticut Valley was settled and became the colony of Connecticut. New Hampshire grew up later. William Penn and the Quakers settled Pennsylvania, and Delaware and New Jersey were founded. North and South Carolina were started, and Georgia was founded by James Oglethorpe as a home for debtors. But this only accounts for twelve of our colonies. Where is the thirteenth? At about the same time Jamestown was founded the Dutch sent Henry Hudson to the New World. He explored the Hudson River for them, and the Dutch started a colony at the mouth of the river. Later in the century this colony was captured by the English and the settlement of New Amsterdam became New York.

We have seen what Spain and England did in opening up and settling the New World which Columbus discovered. Let us consider briefly what France, another European nation, did in exploring and settling the new country. Not very long after Columbus discovered America, France had sent explorers to the New World, but no permanent settlements resulted; but during the hundred and twenty-five years of English colonization along the Atlantic seaboard, France is busily engaged in exploring and settling the interior valleys of North America. Shortly after the founding of Jamestown, Champlain, a great French explorer, sails up the St. Lawrence River and founds Quebec. From the region of the St. Lawrence the French explorers push on into the region of the Great Lakes. Later in the century Father Marquette and Joliet, the fur trader, finally reached the Mississippi and floated down it as far as the Arkansas, and a little later La Salle completes the work by reaching the Gulf of Mexico. These French explorers gave France claim to the St. Lawrence Valley, the region of the Great Lakes, and the Mississippi River. The French Jesuits established missions for the Indians, and the French fur traders, loading their light canoes with articles for trade, put out into the dark and silent waterways, and having traded with the Indians returned, their canoes laden with valuable furs. Thus the French gradually spread over the interior waterways, and to make good their claim they built a chain of forts and settlements, extending from the mouth of the St. Lawrence to the mouth of the Mississippi.

During the eighteenth century the English colonies grew slowly but steadily. They still confined themselves to the Atlantic seaboard. They depended largely on England for supplies. They were chiefly agricultural. At first the colonists had lived in rough log cabins, but in the settled areas these gave way to a better style of homes. There was little communication between the colonies. A man made his will before setting out on a journey of any length. Roads were few and poor. There were but few large towns. The life of the people was very simple indeed. They always had the Indians to contend with, especially on the border of settlement. For almost a hundred years trouble went on between the French and English colonists.

For a long time this was chiefly border warfare. The French and Indians would attack English settlements along the border and then the English would pay them back. But the French had been gradually spreading until at last they were beginning to settle over in the rich Ohio Valley. It naturally followed that a great struggle came about to see who was to be the great power in North America. The governor of Virginia sent young George Washington to order the French off the land, but they did not go. Not long after this a great war, known as the French and Indian War, broke out. After a long, hard struggle, ending in the capture of Quebec by the English, the French were finally conquered and gave up their claim to North America. This left England as the great power in North America, the Spanish still holding the power in the South.

Shortly after the French and Indian War, trouble grew up between England, the mother country, and the Thirteen English Colonies. England said the colonies should stand a part of the expense of the French and Indian War and proposed to tax the colonies, but the colonies replied, "Taxation without representation is tyranny," and refused to pay the taxes. England then attempted to use force, and this trouble over taxation soon became rebellion on the part of the colonists. This rebellion became the Revolutionary War. On July 4, 1776, delegates from the different colonies, which had met in a congress, drew up the Declaration of Independence, which declared that the thirteen colonies were free from and independent of England. The Revolutionary War continued a number of years, and the colonies were finally successful. England acknowledged their independence and the Thirteen English Colonies became the United States of America. Thus it was that our country was born, and that is why we observe the Fourth of July each year. It is our nation's birthday. When England acknowledged our independence and the United States became a nation, it extended from Canada to Florida and from the Atlantic Ocean to the Mississippi River.

We shall now see how our country has grown to be what it is to-day. At first our Union was weak, but shortly after the Revolutionary War we established a Constitution and elected George Washington as our first president. During the administrations of Washington and Adams we were busy getting the government organized; we had to start courts, we had to get Congress well organized, we had to get money to run the government. In 1803, when Thomas Jefferson was president, we bought an immense tract of land, called the Louisiana Purchase. It extended from the Mississippi River to the Rocky Mountains and from the present northern boundary of the United States to Texas. Jefferson sent explorers into this country. These men found this country a wild stretch of land, inhabited only by Indians and wild animals. During the first twenty-five years of its life the Young Republic had some trouble with other nations. England and France interfered with the ships of the Young Republic, stopping them on the high seas and impressing their sailors. We finally fought another war with England in 1812. Most of the fighting was done on the seas, and the little navy of the Young Republic fought bravely and successfully with the large navy

of England. Since that war our flag has been respected on the sea. Shortly after the War of 1812, during the administration of President Monroe, we felt strong enough as a nation to announce to the world what is known as the Monroe Doctrine. It stated that the American continents were no longer open to colonization by European nations, and that as the United States did not interfere with the affairs of Europe, European nations must not interfere in the affairs of the states of North and South America. In 1819 we purchased Florida from Spain.

Let us consider another line of progress of the Young Republic during the first quarter of a century of its history. Our history since the Revolutionary War has been the story of growth toward the west. We have been growing toward the west, gradually developing the country which we have acquired. At the time we became an independent Republic the population lived chiefly along the Atlantic seacoast. Very few people had yet crossed the mountains and gone into the rich valleys beyond. Some, however, had dared it. Pioneers like Daniel Boone had taken their families and settled in the Ohio Valley. They had fought with the Indians, cleared the land, built log houses and forts. During the period of the first twenty-five years of the Young Republic the region between the Appalachian Mountains and the Mississippi River became partially settled. First the pioneers blazed the way, made their clearings and started settlements. These settlements grew into towns. By the end of the first twenty-five years of the Young Republic's existence a number of new states had been admitted to the Union. These lay between the Appalachian Mountains and the Mississippi River. As this region became settled a trade grew up between these new settlements and the Atlantic coast. It became necessary to improve the means of communication with the New West. Roads and canals were built, and Robert Fulton invented the steamboat. Later on it came to be used, and helped greatly in the development of the newly settled region. Later, in the thirties, railroads came into use, and they were also of great benefit in helping develop the country. So rapidly did the New West develop that in 1828 they elected a frontiersman, Andrew Jackson, as president of the United States.

Between 1820 and 1860 the United States developed very rapidly. They increased their territory greatly, they added new states to the Union, and made progress in settling the country west of the Mississippi River. Let us consider briefly how the country obtained more territory during the decade 1840-1850. We shall see first how the United States acquired a great territory in the Southwest. We remember that the great state we now call Texas, was once a part of the Spanish possessions in the New World. Spain had held its vast territories for hundreds of years, but during the period 1817-1821, Spain lost most of her possessions in the New World, and the Texas country became a part of the Mexican Republic. Meanwhile, settlers from the southwestern part of the United States had gone into Texas. Soon the Mexicans began to rule them harshly, and under the leadership of the famous pioneer Sam Houston they rebelled and gained their independence. They did not wish to be an independent

republic, and in 1845 we annexed Texas to the United States. Another rich territory came in during the next year. In early times the Oregon Country, that is, the present states of Washington, Oregon, and Idaho, and the southwestern part of what is now Canada, had been settled by the English and by people from the United States. We remember Lewis and Clark floated down the Columbia River, other Americans had explored the country, and trappers and settlers from the United States had gone into the region. In 1846 Great Britain and the United States divided the region, the United States getting that part which has since been formed into the states of Washington, Oregon, and Idaho. Shortly after the annexation of Texas, trouble broke out between the United States and Mexico over the boundary of Texas. A war followed in which the United States was completely victorious, and as a result of this war the United States gained an enormous territory in the Southwest. This territory included the region which has since been formed into the states of California, Nevada, Arizona, Utah, and a part of what is now Colorado and New Mexico. But along with this expansion of territory went a serious question as to how this new territory should be admitted to the Union when it came to be divided into states. Should they be free states or slave states? Way back in the time of the early colonies negro slaves had been brought in. For a long time slavery was general in all the colonies, but at last it came to be limited to the Southern States. Eli Whitney had invented the cotton-gin, and this made cotton-raising very profitable and fastened slavery on the South. Between 1820-1860 a long dispute took place between the North and South as to whether slavery should be permitted in the region west of the Mississippi River. The South wanted it open to slavery, the North wanted slavery excluded. During the period 1840-1860 great progress was made in the United States. It was a period of many inventions; some of these were the sewing machine, the harvester, and the telegraph. There were many others besides these; many modern conveniences came into use during this period. At this time more and more immigrants were coming into the United States yearly. Most of them went North and West, as they could not compete with the slave labor of the South. The South continued to remain an agricultural region. In the North industry was diversified.

Between 1840 and 1860 this difference over the question of slavery between the North and South became very bitter. There was trouble over slaves escaping through the North to Canada. Mrs. Stowe wrote a book called *Uncle Tom's Cabin*, and this caused much feeling. John Brown attempted to start a slave insurrection, and this excited the South greatly. The trouble over the new territory in the West became more and more bitter. Frequent compromises kept the two sections from going to war. At last, however, in 1860, when Abraham Lincoln was elected president of the United States, eleven Southern States seceded from the Union. A long, bitter war followed, during which thousands of lives were lost, not to mention billions of dollars of capital and resources. The Union triumphed, and the war decided that the secession of a state from the Union was impossible. Immediately following the war, our Constitution received three important amendments, one

of them freed the negro, another made him a citizen, and the third gave him the right to vote.

Now, we come to the last period of our country's story, the period from the Civil War to the present. This has been one of the greatest periods of our history. During this epoch the country has made wonderful development along industrial lines, has built up a great commerce, has gained further territory, and has developed and settled wide areas of land. Shortly after the Mexican War gold was discovered in California, and this caused a great rush to the Pacific coast. Other discoveries of mineral resources in the Rocky Mountains led to further immigration, so that since the Civil War, the far West has grown and developed very rapidly. Railroads have been built, linking the Pacific coast with the East. The South has also made great progress since the war. It confines itself no longer to agriculture. It has been developing its natural resources and is turning its attention more and more to manufacturing. We now speak of it as the "New South."

During the time since the Civil War we have developed great trusts and great labor organizations. Industry has made great strides. Our commerce has also grown until our trade extends to every important part of the globe.

Our territory has also increased since the Civil War. In 1867 we bought Alaska from Russia, and it has proven a valuable investment. In 1898 we had a war with Spain, and as a result of that war we gained Porto Rico, the Philippine Islands, and other islands in the Pacific Ocean. In the year of the Spanish War we also annexed the Hawaiian Islands.

Thus it is that Our Republic has grown from Thirteen English Colonies, confined to the Atlantic coast, to a great world power, and all within the space of a very short period of time.



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